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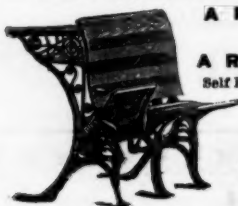


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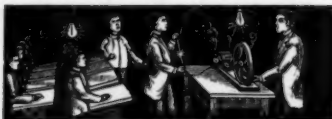
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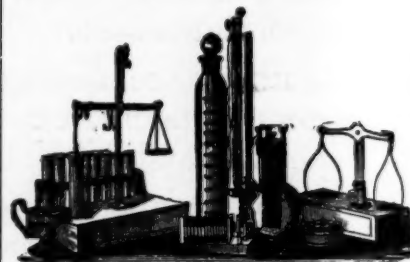
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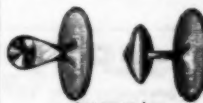
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIII.

For the Week Ending December 12.

No 22.

AMOS M. KELLOGG, { EDITORS.
JEROME ALLEN, }

The business department of THE JOURNAL is on page 485.

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THE JOURNAL aims to discuss the questions that will come up before the thinking teachers, not in a dogmatic way, not always conclusively, but suggestively rather. There is a good deal to be said on education; it is the bottom of all things, if looked at justly. Some would have a long, exhaustive article appear in every number; but a different, and it is believed a better, method is chosen. Every subject will naturally be analysed into different elements or heads, and he who writes or thinks will take up these points one after another. Now it is proposed to present a point or element in each number, and so in the course of the year the field of education will be pretty well traversed. There was a time when it was thought best to put in the able but lengthy discussions of presidents and professors in our colleges; finding they were not read it was determined to put in the best material, that had so close a relation to the teachers' work that it would be read.

For months China has been in a condition bordering on civil war. The discontent has been fostered by some of the principal men in the empire, including the famous Li Hung Chang, whom Gen. Grant considered the greatest man next to Bismarck he met during his trip around the world. The trouble arises from the hatred of all foreigners. This has manifested itself in the attacks upon foreign mission stations, but the real object of these uprisings is the driving from power of the present Tartar dynasty. The young emperor is in a dilemma. Foreign gunboats threaten him from outside if he does not protect Christian missions and international trade, and his own subjects threaten him with war if he does. For years secret societies have been stirring up strife. About forty years ago there was a rebellion against the reigning dynasty, which was maintained in power by the efforts of the English and the French. Word now comes that the rebels are marching on Peking. The threatened revolution presents such strength that foreign powers will probably have to interfere again to enable the emperor to hold his throne. The course of events in China for the next few weeks will be watched with great interest.

Beginning with September, there have been over 4,000 new names placed on the subscription list of THE SCHOOL JOURNAL. It is believed that an equal number will be added during the next three months. The publishers desire the aid of every subscriber and reader to increase the list to a round 25,000. This would be a handsome

testimonial of appreciation to the boundless labor that has been given to constructing a paper worthily to represent and lead the teaching force of America.

The repugnance of the average teacher to long-winded essays on education is too deep-seated to expect any change in fifty years—possibly not then. Twenty years ago it was quite the fashion to print such in an educational journal; the college professor or president knew no other way to benefit young teachers than to give them a diet of generalizations. These were often put in beautiful language, and won considerable fame for their writers; but the work in the school-room kept on the same dead level. The reason is plain—Teaching is an Art.

Yet there should be an exposition of principles, but it is extremely doubtful whether the college professor who has been brought up on a steady diet of Greek roots is the man to show principles of education and their practical application. Those that do the truth shall know the truth. The man who sits in the professor's chair cannot expound principles as the man who himself teaches children and sees how these principles can be applied. Probably the worst style of teaching is in the colleges. A graduate of a celebrated university (himself a skilful teacher by years of study and practice since graduation) remarks, "None of the professors knew how to teach, but one, and he was a graduate of a normal school."

At last the "dull boy," the one who cannot reach 99 per cent., is to receive some attention. And why should he not? He certainly is in the majority.

Thring concludes one of his lectures with these words: "The most pitiable sight in the world is the slow, good boy, laboriously kneading himself into stupidity, because he is good.

"Oh, teachers of England, if there is any hope, strive for liberty to teach! Have mercy on the slow, the ignorant, the weak. Their lives are at stake. Let there be liberty to improve. Let there be some liberty."

This would seem to indicate that if the methods were changed the "dull boy" would improve. The "dull boy" is dull at memorizing words, it is true, but his day will come.

There is a business side to THE JOURNAL—the collection of subscriptions. It is too common for a subscriber to get a bill for a subscription and lay it aside; another comes and it is treated in the same manner! Good friends, pay your bills promptly. Let it be truly said, "We never lose anything by teachers."

The heavens now present a grand sight. Jupiter is the king of the planets. Saturn is in quadrature with the sun, Dec. 21; it is in Leo. Uranus is in Virgo. On Dec. 15 Mars is a half degree to the north of it. Neptune is in Taurus not far from the red star in the head.

Training the Perceptive Powers. IV.

By GEORGE GRIFFITH, New Paltz, N. Y.

THE EYE, EAR, AND HAND.

The perceptive powers of the mind can be trained.
I. Through the eye.

1. With objects.
2. In drawing exercises.
3. In color work.
4. In general exercises.

a. There is an old school exercise, often recommended and much practiced, which is very valuable for this purpose, but whose usefulness is generally lost, through fault in its execution. I refer to the practice of asking little children what they saw on the way to school or while out during recess, etc. Loose, indefinite answers are received and accepted, and the teacher passes on to other things. If this exercise is for any purpose it is to train the child's power and habit of close observation; but many teachers forget, or never knew, its purpose, and hence never accomplish that purpose. To make the exercise effective, the teacher should have it regularly (for a time at least), and should follow this opening question with many more that call for more minute information. If the pupils cannot answer they should be admonished to "look more sharply" next time; and after the next chance the teacher should question to see

if they *have* looked more sharply. This should be followed up until the pupils acquire, to a degree, the habit of close observation.

b. Another exercise I have seen used with excellent results is as follows: The teacher sends her class, or part of it, to the window to look out, perhaps at a passing wagon. They get one good look and return to their seats. They "think of" (call up the mental picture gained) what they saw. Many or all close their eyes that they may see into their minds the better. One is called upon to describe in words the picture he has gained, entering into the details quite minutely. The others watch the pictures in each of their minds as the speaker describes his. They make it known if he is wrong. Care, but not severe criticism, is given to the speaker's language. This, all can see, trains to quick, accurate observation, and also cultivates somewhat the representative power of the mind and the power of introspection.

c. Again, the teacher quietly does something in view of the pupils; then asks them to tell, orally or in writing, what she did. Here again details must be observed, or the exercise does not train the perceptive powers. Gradually more and more complicated actions by the teacher may furnish the basis for this exercise.

The exercises which follow I shall not so minutely describe as I have the preceding. I do this because the general method may be inferred from the preceding and because they have been more fully described in educational papers by more competent writers than myself. I simply give an outline:

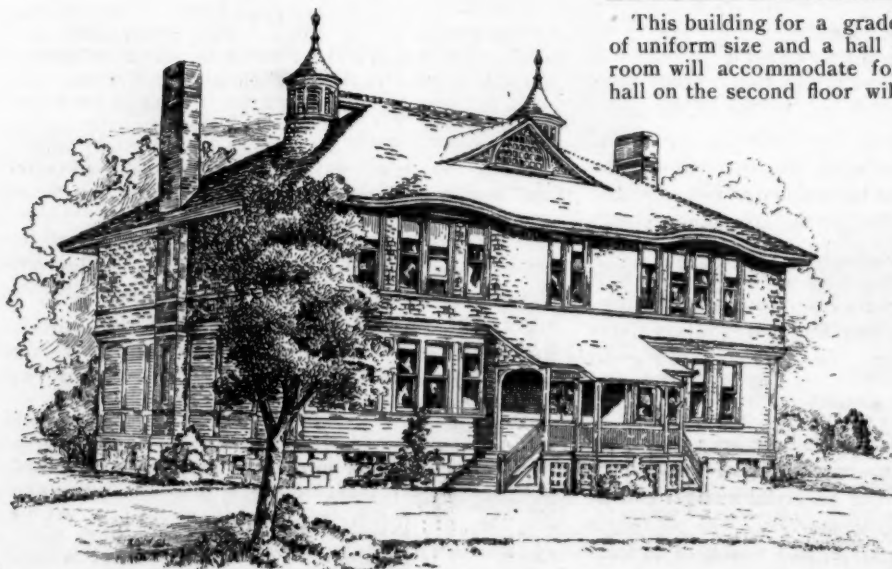
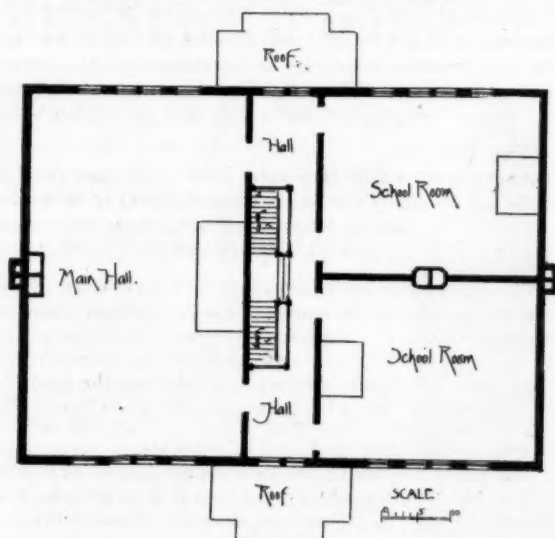
II. Through the ear.

1. The correct teaching of music is by common consent an excellent training in this line.
2. Let all signals, whether with the voice or bell, be low. Then hold all responsible for hearing them.
3. Low but distinct talking by the teacher..
4. The teacher should, under all ordinary circumstances, pronounce a word, dictate a sentence, read a problem, or ask a question, only once. Failure to hear should be treated as severely as inability to answer.
5. The teacher strikes different hidden objects. The pupils listen and then tell what was struck.

III. Through the hand.

The following are only suggestive and far from adequate to this important branch of training.

1. Drawing. This is, on the side of execution, a training of the hand, as it was a training of perception through the eye on the side of observation.
2. Paper-folding, weaving, clay-modeling and all the "occupations" bequeathed to us by the kindergarten.
3. Making things, commonly known as "individual work." Practicable forms of this are in carpenter work, cabinet work, sewing, etc. The caution cannot be re-



From GARDNER'S "TOWN AND COUNTY SCHOOL BUILDINGS," published by E. L. Kellogg & Co.

This building for a graded school contains six rooms of uniform size and a hall on the second floor. Each room will accommodate forty or fifty pupils, and the hall on the second floor will hold them all. The pupils enter by the basement, which contains cloak-rooms, and a play-room. The second floor contains two school-rooms and the hall. The first floor plan is not shown, as it is like the second floor, except that the space occupied by the hall is divided into two school-rooms. All four rooms are entered from the central hall. The rooms are warmed by registers within a few feet of the ceiling, and the foul air is withdrawn through the floor by large ventilating shafts which are warmed by steam-pipes.

peated here too often, however, that the end is faculty culture, not the thing made nor the trade learned.

4. Pupils with eyes shut are required to feel of things that are round, square, cubical, pentagonal, etc., and tell at once their character and shape.

The Great Element.

TO RAISE THE PUPIL'S CONCEPTION OF LIFE.

A man who had attained quite a measure of distinction among his fellows, sat by the writer at the Hotel Atheneum in Chautauqua last summer, and imparted an interesting tale. He had been so successful as a teacher that he decided upon that as his occupation in life, and was quite unwilling to enter upon the mercantile career which was demanded in order to save the fortune of his brother. He never returned to teaching, but always looked longingly at the work. He said:

"I was not much of a scholar, but I was at home in the school-room, that is, after the second year. I got hold of the thing; I was sure to be successful, no matter what kind of boys I had. It seemed to me that the great thing was to have a right spirit towards the boys; I was willing to do anything for them. In fact, I got my best ideas of Christianity from my feelings towards those boys. I say 'those boys' because I taught in a town on the canal, where there were a great many hard boys that were on the canal boats during the summer.

"In looking over the eight years I was engaged in teaching, I see that they were the useful years of my life; and the great thing that strikes me is the devotion I had to the good of the young men—most of them hard cases, too. I kept good order, but after the first year I did not have to do any whipping. Somehow, they felt I had come to do them good, and co-operated, and did not hinder.

"I had been told that teaching was a good business in which to train one's self for life; it was a capital place for me. I must have been a green fellow of nineteen when I began to teach; the pupils looked up to me as a superior being, and I tried to be superior; I tried to be all they thought me to be. I never tried so hard to be good in all my life. I prayed constantly to have light for my duties, and I think I had light. I felt very humble because I felt my shortcomings and strove to have the pupils feel I wanted to learn all I could. I was not ashamed to say I did not know this or that.

"It came to me somehow during the second winter that my business was a much higher one than hearing lessons. I put it like this: I was to have the right spirit, and they were to get it by seeing that I had it. The question I put to myself if any difficulty occurred was, Have I the right spirit? One day a big hulking fellow made a good deal of trouble, and I called him to me and said, 'Thomas, I am trying my best to do the right thing here, but I see I have failed; now will you tell me what it is I have not done or ought to do. I want you to do well here—you want to do well, it must be that I have made a mistake.'

"I never saw a boy feel so bad. He assured me it was no fault of mine; he reformed wonderfully and became an excellent scholar and a devoted friend. It was simply getting him to see that I had the spirit of human love and devotion in me.

"I am aware that this may seem to be a sort of religious test, but it did not seem to be so to me then. I wanted all those children to turn out well; I was willing to do anything I could for them, they felt it, and so we were comrades in the school-room.

"I have often watched the career of teachers since, and have noticed that most of them come with plenty of knowledge, but without the right spirit. In my town last year there was a graduate of Ann Arbor university, and he made a complete failure. He felt he knew so much more than the pupils; he considered himself as a fountain of wisdom; he considered himself as coming there not to inspire them with the spirit of self-improvement, but to demand the learning of lessons. Soon there was antagonism, then a boy had to be turned out, then a

girl had to be dismissed; and finally we dismissed him.

"To me the effort was to raise the pupil's conception of what it was to live aright—to learn what was in the books was to help to live uprightly and happily; this last point I spoke of daily; the happy persons were the educated ones. Boys are able to get hold of this idea; they respect a man who feels a desire to benefit the world; there is a good deal of the hero and the martyr in boys. They know when a man lives out a high purpose."

The Personality of the Teacher.

By SUPT. F. W. COOLEY, Janesville, Wis.

The different nationalities which constitute the schools of this country call for close attention. In this seething caldron is found a problem which only the alchemist can solve. This heterogeneous mass must be amalgamated. This is the work of the master, and calls for the exercise of his personality in no small degree. Do dull, ordinary pupils advance? Do they become filled with an earnestness to succeed? Are they interested and happy in their work? Are the mischievous pupil's energies so directed as to become effective in school work? Is the stubborn pupil's will bent so as not to conflict with the teacher's aim? Are the pupils regular, punctual, faithful, and energetic workers? If so, place it to a proper exercise of the personality of the teacher.

Doubtless there is no exception to the maxim, "As is the teacher, so is the school." Is the teacher studious, does he work, is he in earnest, is he prompt? Are his energies directed along the line of educational thought? Does he read educational literature? Is his heart in his work, or is he simply teaching school till something better turns up? Does he aim to interest? Does he enter the school-room with an air of cheerfulness, hopefulness, manifesting a spirit begotten only of a love for his work? If so, no one need enter that school to ascertain what is being done; he that runneth may read. The personality of the teacher has permeated the whole life of the school.

The personality of the teacher manifests itself in his leadership. He is the leader of the educational thought of the community. He bends the will of the people to the necessities of the school. He indirectly enlists his pupils as a factor; through them he reaches the heart of the community and affects its springs of action. He even invades the "sanctum sanctorum" of the school board, and exerts a power here. He molds the actions of this executive body. He is a master-leader, not from choice, but from necessity; not that this is his aim, but that it is a necessary result of his aim. Weak indeed is the teacher whose influence is not felt beyond the walls of the school-room, whose contact with the people does not make for a better and a higher educational sentiment. The real teacher *forms* educational sentiment. He is the acknowledged guide in his line of work.

The personality of the teacher is seen in his knowledge of what to teach. He who possesses little individuality teaches what is prescribed in the manual; nothing more, nothing less. He seems to be unable to understand how a course of study can be followed with any degree of latitude on the part of the teacher. He is a school-keeper, a thought-killer, a fossil, and like all fossils should have a place in the museum. He would suppress an original idea on the part of the pupil as quickly as he would rebuke disorder; indeed, this, to his mind, is disorder. He holds the mental eye of the pupil as closely to the text as he himself does the text to his own natural eye; nothing is omitted, nothing inserted. Test his pupils by the grade work, and the result may be commendable; test their power to think, their independence, and the result is deplorable. He possesses no individuality, he follows no system but a mechanical one. He fills the pigeon-holes of the brain with unlabeled and unclassified material. In direct contrast may be seen the teacher whose aim is to develop mental power. He is systematic. He believes in the accumulation of facts; not so much for their value, as for the

discipline acquired in obtaining them. He adapts himself to the needs of the individual pupil. He teaches pupils to think. He understands the laws of mental development, and seeks its unfolding. He transmits his own personality to the pupil. He esteems mental power, practical skill, ability to do, of more value than routine work, of more importance than mere formality. He is a teacher, a type of the most advanced educational sentiment of the day. He teaches whatever will make pupils "honest, earnest, God-fearing men and women." The one is a living fountain, the other a stagnant pool. The one awakens ideas, the other suppresses every effort of the mind to expand. The one is an honor to any community, the other a disgrace to the profession.

Few things learned in school are of benefit in themselves; indeed few things are remembered long, and it is often well that this is true. But the discipline derived, the tastes cultivated, the stimulus received, the habits formed, these are valuable, these are permanent, these render their possessor strong and effective in the active duties of life. The teacher who induces the pupil to test his strength for himself, who places him upon his own resources, will lead him to know himself, and, therefore will educate him. The clash of mind with mind burnishes. The contest with self for the mastery strengthens. To produce these results, the personality of the teacher must be exercised. No mechanical, stereotyped method will succeed. No plodder, follower of fixed paths, no machine teacher can hope to produce results. Individuality, tact, originality, common sense, personality, these allied and closely related qualities are the necessary adjuncts of the real teacher.

Cure for Tardiness.

Make the children aim to reach school *before* nine o'clock. Some device for cutting off the last minute pupil should be used. The plan will depend upon that of the school building. A school in Newark, N. J., closes its class-room doors at three minutes of nine. Pupils who arrive after that time are admitted into the play-room, in the basement (heated in winter) where they remain quietly, in charge of a monitor, until the opening exercises are over. At nine the outer gates are closed, and the tardy have to enter at the big front door. This plan has proved a complete success.

In another school where the architectural conditions do not admit of precisely the same arrangement, a bell is struck at three minutes of nine for general assembly. All pupils admitted between that and nine o'clock are sent to a vacated room, being too late for seats at the opening exercises.

EARLY BIRD.

Music in the Public Schools.

By JENNY TIMMONS, Kansas City, Mo.

The value of the study of music in the public schools cannot be estimated. It elevates and ennobles, and therefore tends to bring out the finer qualities of the child's nature.

Singing to him is as natural as it is to eat. Eat he must to live; sing he must to give vent to his joys and sorrows. The babe begins by taking nourishment to sustain the little life God gave him, while he listens to the lullaby, softly and sweetly sung to soothe him to rest. Unconsciously he listens, and with the same unconsciousness his little voice is soon mingling with soft, sweet tones of his natural guardian.

Thus we find a singing bird in the heart of every child which should be fostered in our public schools, and if fostered in the proper manner will bring its reward with it. He should not be left by the wayside to gather in that which tends to poison, but instead should be environed by that which will feed his soul with life and beauty.

In the first year of the child's life at school his singing lessons are the most enjoyable. It may be hard for him to learn that two and two are four, or that c-a-t spells cat, but when the teacher says, "We'll sing," his little face brightens and straightens up with an air which seems to say, "I can sing."

These little songs learned at school are carried home and sung to the dear ones there. He delights in singing them and is ever on the *qui vive* for something new. Music as a magnet has not only power to attract the child, but has power to reach out into infinite space, and carry along all that it comes in contact with.

In many of our public schools, music is a new plant. In others it has not yet been planted. While in others it has taken root and has grown with great luxuriance.

"Music in the public schools," will eventually be the cry of every true educator, and every true friend of humanity.

Herbart.

By OSSIAN H. LANG.

Few, if any, of the great philosophers who have contributed to the progress that the theory of education has made within the last twenty years, have as wide a renown and as great a number of disciples as *Johann Friedrich Herbart*. He was born at Oldenburg in 1776, visited the university at Jena, where he was greatly influenced by Fichte, and, in 1797, accepted a position as private tutor in Switzerland. Being greatly interested in the study of pedagogics, he visited Pestalozzi at Burgdorf, and began to investigate and develop the Pestalozzian ideas.

In a lecture held at Bremen in 1804, Herbart criticised the Pestalozzian method of instruction, in the following words: "I hope that no one is so greatly mistaken as to believe that the well-known description of the human body, the horizontal lines, and the paraphrase of the multiplication table, be the principal rules of this method. Neither is a pedantic limitation in regard to the matter of instruction to be thought of; the whole field of possible and real sense-perception is open to this method; and there it will have free scope and will proceed farther and farther. But its true merit lies in the fact that it has more boldly and more eagerly than any previous method taken up the duty to build up the child's mind and to give it a definite and clearly perceived experience;—not to presuppose an experience in the boy, but to see that he will receive one; not to chat with him, as if he already felt the need of communication, and of working out his ideas, but to give him, first of all, that which is later on to be worked out and discussed. For this reason the Pestalozzian method is not at all intended to displace any other method, but to prepare the way for every other method. It takes care of the earliest age that is in any way fit to receive instruction; it handles it with that earnestness and simpleness that is required where the first matter, the rawest material, is yet to be supplied. But we cannot content ourselves with this method, as little as the human mind can be looked upon as an empty slate on which the letters remain just as they have been written down."

Herbart published also a treatise "On Pestalozzi's work: How Gertrude Teaches Her Children" and "Pestalozzi's Idea of an A B C of Sense-perception scientifically Developed."

Herbart was instructor in the university of Gottingen for some time and, in 1809, was called to Koenigsberg to occupy the chair formerly held by the celebrated philosopher Kant. He lectured on pedagogics and founded and conducted a pedagogic seminary. With this seminary he connected a school of practice where his pedagogic ideas were practically applied.

His wish to be called to Berlin as the successor of Hegel was not fulfilled, and he returned to Gottingen in 1833. Here he was professor of philosophy till he died August 14, 1841.

Pedagogy, according to Herbart, is an integrating part of philosophy. He grounds it on *psychology*, "the foremost science of the educator" and determines the object and ends of education in *ethics*. In his theory of the course of mental development Herbart rejects the doctrine of the existence of innate mental faculties and powers, and tries to explain that all mental phenomena result from the action and reciprocal action of representations or elementary ideas.

Herbart divides the business office of education into three interdependent branches: *government* (discipline), *culture*, and *instruction*. In educational practice these three are most intimately connected.

"*Culture* is the direct working upon the mind of the youth with the object to form (cultivate.)" Its aim is the *formation of character*. To attain this end it must be united with instruction which brings order into the pupil's range of thought and enriches it.

"*Instruction* is distinguished from culture in so far as it necessitates "a neutral third," something objective, the matter of instruction."

tion, about which both teacher and pupil are occupied; and, furthermore, instruction does not proceed as steadily as culture. Culture is to prepare the way for instruction, to support and modify it. "Instruction without culture, would be a means without an end (purpose), culture (formation of character without instruction), an end without means."

Government (discipline), according to Herbart, has only a present and outer object in view: to maintain order and to keep the child in check till he has learned to control himself. It merely paves the way for education by removing disturbing influences that obstruct the progress of culture and instruction, and must gradually recede and become superfluous.

The key-note of Herbart's pedagogy is "educating," that is, *mind and character-building instruction*.

In regard to the relation between education and instruction, he says that he has no idea of education without instruction, and, on the other hand, will not recognize any instruction that does not also educate.

Educating instruction does not merely aim at knowledge and technical ability, but above all at the *perfection of the individual*.

Herbart's greatest pedagogical writings are "*General Pedagogics*," a most remarkable contribution to the science of education published in 1806, and "*Outlines of Pedagogic Lectures*."



The School Room.

DECEMBER 12.—EARTH AND SELF.
DECEMBER 19.—NUMBER AND PEOPLE.
DECEMBER 26.—DOING AND ETHICS.
JANUARY 2.—LANGUAGE AND THINGS.

Topical Lesson in Geography.

By JOHN KENNEDY, Supt. of Schools of Batavia, N. Y.

Preparation No. 1.

You will begin to-morrow the study of Brazil. You will learn and recite topically what may be known of that country by an ordinary class in geography. Knowledge of a country comprehends a series of topics occurring in a regular order of succession, and each topic is dependent on all that precedes it. The order is, therefore, an *order of dependence*. You will learn by topics in order to *understand* rather than merely to *commit to memory* and *recite verbatim*. You will use your text-books in making preparation, but you will use them for the *information* rather than for the *words* they contain. There is no objection to your making use of encyclopedias, special books, and all possible sources of information on the subject. On the contrary you will be commended for the spirit of inquiry that takes you outside of and beyond the text-books. The succession of topics may be said to *build the subject up* from the foundation.

Topic 1st.: Fix the *situation* and *form*. Each country has an *absolute situation*, or its position within certain limits of *latitude* and *longitude*, and a *relative situation*, or its position in relation to surrounding places. You will therefore give the latitude and longitude; you will also bound the country, noting the form of the boundaries, and finally, you will be prepared to draw an outline map and sketch of the country.

Topic 2d.: You will learn the *area* of the country and make this area intelligible by comparing it with the area of some familiar country of regular form, which is to be taken as the permanent standard of comparison. This familiar country has been already compared with your own county, the county compared with the township, and the township with the school-district, thus bringing all questions of size down to the standard of personal experience.

Topic 3d.: You will learn the *relief* of the country, or the whole matter of its elevations and depressions. Under this head you will note the position of mountains and the direction of mountain chains, the plateau regions, and the plains or lowlands. The mountains will be indicated on your outline sketch or map.

Topic 4.: The *drainage*. You will learn the situation and direction of flow of the principal *streams* and their principal tributaries. These will be indicated on the sketch or map. You will see at a glance that the drainage is determined by, and therefore dependent upon, the relief. The drainage of a region includes (a) the *streams*; (b) the *basins*, or regions drained by each, and (c) the watersheds or dividing lines between adjacent basins.

Topic 5.: The *climate*. You will learn what may be learned about the climate, and show how this is affected or determined by the situation and the relief.

Topic 6.: The *soil* and *mineral resources*. Learn what may be known of the regions of fertility, the marshy regions, the regions of sterility, and the desert regions. Account for the several regions as far as possible by the relief, situation, climate, and drainage.

Topic 7.: The *vegetation*. Learn what may be known of the vegetation as to kind and quantity, and account for it by reference to the climate, soil, etc.

Topic 8.: The *animals*. Learn what may be known of the animals of the region, and account for them by reference to the climate, vegetation, and all the conditions by which animal life is affected.

Topic 9.: The *people*. Study the race occupying the region, their manners and customs and religion, and show to what extent their peculiarities are due to the geographical conditions of the country.

Topic 10.: The *industries*. Learn the industries of the country, and show how far they are determined by the natural resources of the country, the climate, and the peculiarities of the people.

Topic 11.: The *commerce*. Learn the *articles* of commerce both exports and imports, and account for both. Learn the *channels* of commerce both natural and artificial. The natural channels are water-ways, portages, and mountain passes; the artificial channels are canals, ordinary roadways, and railroads. Account for the situation of the artificial channels. Finally, learn the *centers* of commerce or the cities. Account for the situation and relative importance of each. Indicate on your sketch or map the cities and artificial channels of commerce.

Topic 12.: The *government*. Learn the form of government and account for it as far as possible. Learn also the seat of government or capital.

Topic 13.: The *history*. The complete study of a country includes its past as well as its present; for many things in the present can be understood only in the light of what has been. Still the history itself is determined largely by all the geographical conditions; so it is properly deferred to be the last topic in the general study of a country. Learn what may be known of the original inhabitants, of the different immigrations, of the general struggles internal and external, and of the general progress or retrogradation, accounting for each so far as reasons or causes may be traceable.

You now have a scheme or plan for the topical study of any country; so we will tabulate it for permanent reference; and hereafter lessons may be merely assigned without any preliminary directions.

Outline for the Topical Study of a Place.

- | | | |
|------------------------|--|--|
| I. Situation | { absolute
relative | { latitude,
longitude,
surroundings,
outline. |
| II. Area | { absolute,
relative. | |
| III. Relief | { mountains
plateaus,
plains. | { situation,
altitude,
direction,
extent,
characteristics. |
| IV. Drainage | { streams,
basins,
water-sheds. | |
| V. Climate | { temperature,
moisture,
winds,
salubrity. | |
| VI. Soil and minerals. | | |
| VII. Vegetation. | | |
| VIII. The animals. | | |
| IX. The people | { race,
manners and customs,
religion. | |
| X. Industries | { agricultural,
grazing,
lumbering,
mining,
manufacturing,
commerce,
professional. | |
| XI. Commerce | { articles { exports,
imports.
channels { natural { water-ways,
portages,
mountain passes.
artificial { canals,
roadways,
railways.
centers. | |
| XII. Governments | { form,
seat. | |
| XIII. History. | | |

Recitation.

Take numbers beginning at the right. Your recitation will require no books, and but few questions. Number Five may proceed to recite. Very well done; Number Two start in at that

point. Enough; Number Seven. You all seem well prepared except Number Three and Number Fourteen. They will be held responsible for the preparation of the topics on which they have failed. Will Number Nine please tell us where he obtained that interesting bit of information about the birds? And will Number Two please tell us where he found what he has told so well about the manners and customs of the people?

Preparation No. 2.

You will begin to-morrow the study of France. No more need be said, as you now have the scheme of preparation and recitation. You will do well, however, to look into the following books while making your preparation: —, —, —.

Times of Doing.

By ELIZABETH FEGAN, Training Department, Normal College, N. Y. City.

(Teacher reads to class the following poem.)

A bright little boy with laughing face,
Whose every motion was full of grace,
Who knew no trouble and feared no care,
Was the light of our household—the youngest there.

He was too young—this little elf—
With troublesome questions to vex himself;
But for many days a thought would rise
And bring a shade to the dancing eyes.

He went to one whom he thought more wise
Than any other beneath the skies;
"Mother,"—O word that makes the home!—
"Tell me, when will to-morrow come?"

"It is almost night," the mother said,
"And time for my boy to be in bed;
When you wake up and it's day again,
It will be to-morrow, my darling, then."

The little boy slept through all the night,
But woke with the first red streak of light;
He pressed a kiss on his mother's brow,
And whispered, "Is it to-morrow now?"

"No, little Eddie, this is to-day;
To-morrow is always one night away."
He pondered awhile, but joys came fast,
And this vexing question quickly passed.

But it came again with the shades of night;
"Will it be to-morrow when it is light?"
From years to come he seemed care to borrow,
He tried so hard to catch to-morrow.

"You can not catch it, my dear little Ted;
Enjoy to-day," the mother said;
"Some wait for to-morrow through many a year—
It always is coming, but never is here."

DEVELOPMENT.

What is this poem about? "To-morrow." (Teacher writes word on blackboard.)

Yes. That is the name of the poem. What does this little boy learn about to-morrow? "That it never comes."

That is true. That is why we should be so careful not to put off until to-morrow anything we ought to do. When the next day comes we do not have to-morrow. What do we have?

"To-day." (Teacher writes.)

What word are we apt to think of in connection with to-day and to-morrow?

"Yesterday." (Teacher writes.)

What is meant by yesterday? "The day before to-day."

What does to-morrow mean? "The day after to-day."

(To-day, yesterday, and to-morrow, spelled individually.)

What do all of these words—to-day, yesterday, and to-morrow—express? "Different times."

Yes. Let us think of some other words which express time. What is it we did yesterday, we do to-day, we shall do to-morrow, and every day after to-morrow? If we stop doing this, we can no longer live. "We breathe."

When do we breathe? "All the time."

What word means all the time? "Always."

What else is always going on in our bodies? "Our hearts are always beating."

When I say to you, always speak the truth, always do your duty, I do not mean at every single moment of your lives, as in the case of breathing. What do I mean? "Whenever it is necessary." "Whenever we should do it."

What else should we always do? "We should always obey our parents." "We should always act politely."

What word tells exactly the opposite of always? "Never."

What does never mean? "At no time."

What should we never do? "We should never tell a lie." "We should never be naughty in school."

Tell me something we should not always do, and yet we need not be careful never to do it. "Speak." "Sing." "Laugh."

When may we do these things? "Sometimes." (Teacher writes.)

What else may we sometimes do? "We may sometimes play. We may sometimes eat."

It is very difficult to tell just how many times *sometimes* means.

Therefore we have two other words, one to express many times and the other, few times. Who can tell what these words are? "Often." "Seldom." (Teacher writes.)

Tell something that happens often. "The stars often shine at night." "It often snows in the winter."

Something that seldom happens. "We seldom have an eclipse." "A good girl seldom fails in her lessons." (Sometimes, never, seldom, are spelled by individuals.)

How often does Christmas come? "Once a year."

Who can tell in one word? "Yearly."

What else happens yearly? "The earth travels around the sun yearly."

The word yearly reminds me of several other words. Does it make you think of any? "Monthly." "Weekly." "Daily." "Hourly." (Monthly, weekly, daily, hourly, spelled by pupils and written by teacher.)

What happens monthly? "We have a monthly Roll of Honor." "The *St. Nicholas* is published monthly."

Weekly? "Monday comes weekly." "We go to church weekly."

Daily? "The sun rises and sets daily." "We take a daily newspaper."

Hourly? "Our clock strikes hourly." "Sick people sometimes take their medicine hourly."

<i>Blackboard Work:</i>	to-morrow	always	yearly
	to-day	never	monthly
	yesterday	sometimes	weekly
		often	daily
		seldom	hourly

Drill. Teacher has individual pupils spell the words, and frame an additional sentence for each.

Summary. Words are erased. Teacher requires children to fill in the blanks in the following sentences on the blackboard:

If we try hard enough, we shall—succeed.

The *Herald* is a — newspaper.

Snow is — seen in the South.

Let us — fail to do our duty.

Moral (Teacher). We must think carefully about the times of doing things, and try to do everything in the proper time.

When we look at nature, we see how God has given everything its proper season. The flowers begin to grow in the spring, they bloom in the summer, die away in the fall, and leave us entirely for the winter. But as surely as spring comes, we expect to have them with us again; and we are never disappointed. So it is with all that God does.

If we wish to succeed in this, as in other things, we must cultivate a habit of doing everything just when it should be done. It may cause us some inconvenience at first, but when the habit has become a part of us, it will be natural for us, and will therefore, cost us little or no effort.

Suggestions to Teachers.

By A. B. GUILFORD, Jersey City, N. J.

NARCOTICS AND STIMULANTS.

There is a general feeling on the part of the little ones under your charge that the use of alcoholic liquors is wrong. This is the result of absorption of sentiment through intercourse with others.

To *prove* to them that its use is deleterious to the mind and body is a hard thing for you to do. They must take this on faith and you are to be the faith-builder for the little ones.

I would let them know what alcohol is. How it is made. Show that it is always the product of decay. State in what liquors it appears. Thus:

1. State the effect of the alcohol upon the stomach; how it irritates it and makes its linings sore.

2. State how it affects the gastric juice by removing the water from it and making it unfit to digest the food.

3. Tell how it destroys the appetite.

4. Tell how it causes disease in the stomach and digestive organs in general. (Bring these facts down to the understanding of the child.)

5. Speak of the loss to the world of many bright minds on account of the prevalence of the habit.

6. Show how it breaks down a man's will and leads him to become a very slave.

7. Show how fortunes have been drunk up and homes made desolate through its influence.

TOBACCO.

1. Little pupils know of the *poison* in tobacco as nicotine.

2. State that while alcohol affects the nerves, nicotine attacks the muscles.

3. State that it

a. Poisons the saliva. b. Injures the stomach and causes dyspepsia. c. Irritates the lungs. d. Injures the sight, smell, and hearing. e. Paralyzes the brain and nerves.

4. Speak of the waste of money entailed in its use and show to how much better use the money might be put.

Studying Asia. III.

(PRODUCTION MAPS.)

By E. D. K.

In taking up the next production map of Asia (minerals), it is indispensable that the continent be first molded (in sand) before the class, that a correct mental picture of the mountain systems may be clear in the minds of the pupils. For this reason it is best to add a few of the prominent mountain ranges to the skeleton map of Asia in which the principal mineral productions are found. Asia has been considered as the home of precious stones and metals, but they are not found all over the continent, but lie along certain ranges and abound in certain localities.

If pupils repeat the drawing of the mineral production map of Asia times enough the mention of any particular mineral or metal in this continent, will instantaneously bring to mind a vivid picture of the mining districts without the confusing *mélange* of rivers and towns to distract the memory and make it nearly as difficult to get at their locality in the memory-jumble as it would be to dig up the minerals themselves from their mountain homes.

In addition to the modeling and drawing, the following questions previously placed on the blackboard will set the pupils at work, searching for information about minerals in general.

Questions.

In what part of the earth's surface would you naturally expect to find minerals? What is the difference between metals and minerals? What metal is found along river banks? From what is steel made? Near what mineral is coal usually found? Does tin ever occur in its native state? In what shape is nickel found? What is its relation to German silver? What is graphite and by what other name is it known? In what shape is salt found? Which metal is most widely distributed? What is meant by the term "ore"? How is copper obtained? What is the relation of



MINERAL PRODUCTIONS OF ASIA.

copper to brass? How are diamonds obtained? Name the precious metals. Which is the heaviest metal? the lightest? In what condition is gold generally found? With what is zinc usually combined when found? What comparatively new mineral is being greatly talked of, and why would it be better than iron for ship-building?

Apparatus of the Body.

(Report of a lesson given by Mr. A. B. Guilford, principal of grammar school No. 7, Jersey City, to be a first grade class.)

The body is the house we live in. How many agree to this? Where would you start in inspecting a house? If a person is building a house how does he start? "With the foundation." "With the frame." What part of our body corresponds to the frame? "The skeleton."

What is attached to this frame? For what are the muscles used? "For moving the skeleton." What adjective have we that is derived from motion? Then we have a motor apparatus attached to the skeleton that we call what? "The muscular system."

Extend your right arms and move them. Where did your muscular apparatus move your body? What made it move? "My muscles," I think not. Your will made the muscles move. Your will is a part of what? "It is a part of my mind." Why did you rise when I asked you to do so? Why did you not lie down instead? Or, when you start out to walk, why do you go in one direction rather than another? "My mind knows where I want to go and makes the body act." Then you do this because your mind tells your muscles. How many of you agree that the muscles do what the mind tells them, if they can? Then the muscles are acting under what? "Advice," "Influence," "Direction." Direction is the best word. What apparatus shall we call this? "The directing apparatus." Which has its foundation where? "In the brain." The brain has what connected with it? "The nervous system."

The directing apparatus has something else still. How do I know that this is a knife? What do we call sight, hearing, etc.? Yes, the senses or the sensory system. Then the directing apparatus includes what three things? "The brain, the nervous system, and the sensory system."

We have what outside of all, protecting the nerves and organs? Suppose we call this the general envelope. What is one of its uses? "To protect the body."

The use of an eraser on the blackboard does what? "It wears it out." Yes, or wastes it. What produces the waste of the body? "Work." "Play." We have one word better that will do for all. It is action or "exercise." What is carried through the body to gather up waste material and to supply new? How many know that it starts from a certain place, goes all through the body and comes back? What system shall we call

this? "The circulatory system." What does it do? "It carries away waste matter and supplies new material." Of what does it consist? "Blood vessels."

How many know that as the blood is passing through the body it receives something that purifies it? When it comes to the heart it is in what condition and of what color? When it goes away? What has it received?

I remember a kind of bread we used to have made by forcing air bubbles up through dough. It was called aerated bread. Any system which has for its function the putting of air into something may properly be called what? "An aerating system." Our aerating apparatus does something more than purify. The waste portions of the body uniting with the oxygen of the air produce combustion. They are burnt up, though it is combustion without flame. What does this produce, that you feel in my hand and I feel in yours? Now think of a muddy sluggish river and of a brook leaping down the side of a mountain. What word would you apply to the brook. "Rapid." "Clear." "Lively." "Merry." "Cheerful." Lively was the word I had in mind. Apply it to the effect of air or the blood. What system belongs to this aerating apparatus. "The respiratory system."

Part of the waste of our bodies is burnt up and part passes off in another way. What do we have in kitchen sinks and similar places? What do we call this way of disposing of waste material? So we have in our bodies another sort of apparatus; what shall we call it? "The drainage apparatus." Of what does it consist? (Skin and kidneys.)

We have something else in our bodies that we should feel the need of in a few hours, if we should attempt to work the other systems for a long time without its assistance. What is this? "The digestive system." The digestive organs do what? After food is prepared by them what other process must it undergo? Who has heard such an expression as "assimilating knowledge" applied to a child at school? Then what double office does this apparatus perform? What organs does it include?

Blackboard outline (filled out during the lesson):

1. Framework—skeleton.
2. Motor apparatus attached to skeleton—muscular system.
3. Directing apparatus— $\left\{ \begin{array}{l} \text{brain,} \\ \text{nervous system,} \\ \text{sensory organs.} \end{array} \right.$
4. General envelope, protecting the body. The skin.

5. The circulatory system: 1. To carry away waste. 2. To supply new material. Blood vessels.
6. The excreting apparatus: 1. For purifying the blood. 2. For warming and enlivening the blood. Respiratory system.
7. Drainage apparatus. Skin and kidneys.
8. Preparing and assimilating apparatus. Organs of digestion.

Heating and Cooling of Air.

By MARY R. DAVIS, Springfield, Mass.

What do we breathe? What is it that encircles us on all sides? What sensation do you have in going from a warm room into the open air? Do you *see* the cold? How do you *know* it is cold? Now *what* is cold? What does the air take from our bodies? Then, what are we each giving to the air?

If you go from the cold air into a warm room what is the sensation? What contains the heat? What is your body taking from the air now? If you are sitting in a warm room and some one comes in from the cold air, what do you notice? How long will that person seem cold? Do these sensations of heat and cold come from anything you can see? What two things have we discovered of air? With what do we measure these changes? (Explain thermometer.)

Radiation of Heat.—We have learned that the air can be heated and cooled; now, in how many ways does heat get into the air? The burning of wood, coal, and gas gives us what? The sun's rays give us what? We call this giving of heat from our bodies, and from fuel, *radiation*. Why is the air sometimes warm and sometimes cold? From what source do we get the heat that warms the earth and makes it possible for us to live here? What happens to the air through which the rays of sunlight pass? (The sun's rays lose about one-third of their heat in passing through atmosphere.) Does the sun give off *all* its heat into the air? What effect has the sun's rays on rocks? ground? water? Which heats soonest? At what time of day do we receive the direct rays of the sun? At what time of day is it coolest? warmest? At what time is it growing warmer? colder? Why? Do we get more heat from the slanting or the straight rays of sunlight? Why?

Why is it warmer at the Equator than at the Poles? In which season do we receive the most direct rays of sunlight? In which season are the days growing shorter? Is the weather growing warmer or colder at this season? What reasons can you give for the changes in the seasons? Is the sun higher at mid-day in summer or in winter? Which cools soonest, stones, rocks, water, or the soil? What has become of the heat which they contained? Which gives or radiates heat faster, water of the pond or the land on its shore? Which retains heat longer, stones, rocks, soil, or water? (Equal surfaces of land and water at the same temperature if exposed to rays of sun, the land will be warmed nearly twice as much as the water.) Why do you hold a newspaper or a screen between you and the fire? If the sun is always giving heat why is it ever cold? What may pass between us and the sun's warm rays? How do the clouds affect the heat? What keeps us warm when the sun does not shine? At what time of day or night is the surface of the earth radiating more heat? When will it stop giving off heat? For how long? When will it commence taking heat again? Which becomes most heated, during the day, the water of the ocean or the sand on the coast? Which radiates and cools quicker at night? What kinds of soil receive heat quickest? retain heat longest? Why? Does salt or fresh water retain heat longer? Why? What kinds of soil radiate it soonest? Which radiates heat quicker, the ocean or the earth? Which retains it longer? Would it be warmer in winter near the ocean or in the interior? Why? Where would it be cooler in summer? Why? We sometimes receive messages from Iowa telling of a heavy snow-storm, at the same time it is raining here; can you tell me why?

Do we have as much snow in the interior as near the coast? Why? What is it that gives us a more even temperature than in the interior? Does the ocean ever radiate all its heat? Does it ever become as warm as the land? When is it warmer? Which absorbs more heat, low land or high land?

Which radiates heat soonest plants or the soil? Why do we cover plants on a cold night? How do clouds prevent the radiation of heat on a cold night in the fall?

Which retains this heat longer, moist or dry air? Which then has cooler nights, a place where the air is dry or where it is moist? Where is it warmest, near the earth, in lower air, or in upper air?

Conduction.—When the soil on top of the ground is heated, what happens to the particles which lie underneath, next to it? How does a large rock or stone become heated through? How does the water in a kettle on the stove become heated? How is a large body of water made warm? (We call this giving or imparting heat from soil or water near the surface to soil and water below *conduction*.)

In what kinds of soil does heat reach deepest by conduction?

(Heavy soils covered with vegetation; but moist clay takes in heat far less rapidly than sand.)

Does heat extend deeper by conduction, into the ocean or into the earth? Why do you think it extends deeper into the water? About how deep will it extend into the land? Which seems to have a more even temperature, the land or the water?

(In all these preparatory lessons in geography the teacher used Geikie's Primer of Physical Geography, Shaler's First Book in Geology, Huxley's Physiography, with Appleton's and the Eclectic Physical Geographies as guides and aids in her work.)

In the lower grades this work consists merely of observation lessons, but in fourth and fifth grades Hooker's Child's Book of Nature is placed in pupils' hands as a reader, and scholars are required to read silently the subject of printed page and give it orally in own language; and finally to reproduce in writing.

Later, in seventh and eighth grades, Geikie's Primer of Physical Geography is placed in the hands of pupils, as a reader, and they are required to read silently and give subject matter in own language; are encouraged to make up their own questions, all of which are to be answered by members of class; are required to divide the subject into its different heads or topics, thus aiding in paragraphing; and finally each pupil is required to reproduce in writing.

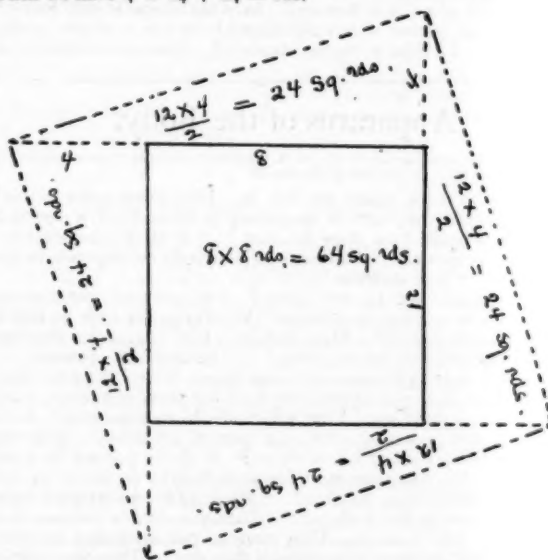
All these subjects need reviewing and clearing up in the higher grades that pupils may be able to apply their knowledge, so as to give a nearly correct reason for differences in climate and productions of continents; as, when I tell a pupil that "Here is a desert" (pointing to sand-model), I want him to tell me why.

Pupils in lower grades need to study and classify a few known plants and animals, that they may be able to apply this knowledge to the plants and animals of other continents when they read and study them.)

To Lay off a Square Acre.

By J. T. PAYNE, Roanoke, Mo.

The following diagram has been successfully used. Lay off a square 8 rds; then extend each side 4 rds. and join the extremities, making four triangles, each being 4 rds. \times 12 rds. = 24 sq. rds. Then we have $4 \times 24 + 64 = 160$.



To measure off two acres, use the same square, 8×8 , and produce each side 8 rds., instead of 4 rds., forming 4 triangles, each 8×16 one being 8 rds. \times 16 rds. = 64 sq. rds., thus: $\frac{2}{2} = 64$, and the four triangles = $4 \times 64 = 256 + 64$ (the original square 8×8) = 320 = 2 sq. A.

I desire to congratulate you upon the attractive appearance of the new form of THE SCHOOL JOURNAL. It is unquestionably the best and most comprehensive educational publication I know of. The "Primary" edition almost makes me wish to be again a child with a teacher awake to all the delightful suggestions it contains.

Albany, N. Y.

WILL TOWNSEND.

I take four of your papers and would not be without any one of them for double the price.

Alexandria Bay, N. Y.

A. F. BROWN.

Lesson on the Ear.

By M. M. B.

Beginning with the external ear, show the children by a black-board sketch the two parts, viz.: concha and auditory canal. Tell them how the concha gathers the sound and conducts it to the auditory canal. Second, the middle ear, or tympanum, which means drum. Have them describe a drum and tell you what produces the sound of a drum. Then show them that the middle ear is a drum upon which sound falls. Now tell them what is inside of this drum, those four little bones which form a chain across the drum and are fastened to each side of the middle ear. Tell how they carry the vibration from one to the other until the last one hits the outer membrane—tympanum.

Third, the internal ear, which has three departments; first, the vestibule, or ante-room is the better name. Tell them that this ante-room contains, first, fluid which is set in motion by the inner membranous covering of the tympanum. Then, floating in this liquid, is a little membranous sack with little ear-stones and fluid in it. This also jingles and sends the sound to the cochlea, or snail-shell, which has a little spiral shelf with three thousand nerve fibers on it, and last, to the auditory nerve which carries the sound to the brain.

Now we must tell them of the three semicircular canals, and show them how these sounds prevent echoes.

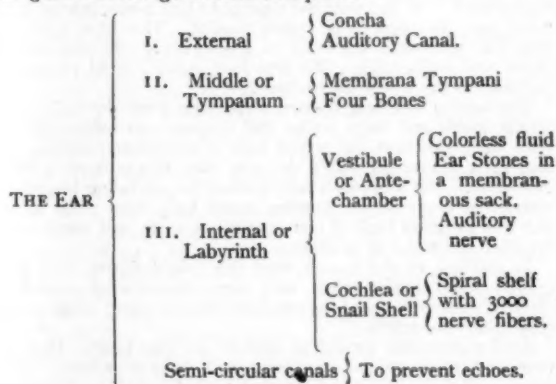
Then of the Eustachian tube, by which the middle ear is connected with the outer air, as this tube extends from the middle ear to the roof of the mouth.

I first put the outline on the board, and they grow familiar with the different names, and their position. Also have them look at the ear on a manikin. If you have none, let them study the picture of an ear in their physiologies.

This may take one or two days. Then tell them the uses of the terms.

This lesson can be made very interesting by illustration, such as the four little bones in the middle ear; by fastening a small chain loosely across a box, and causing them to move, they will see how the sound is carried along, the same as motion.

The cochlea may be illustrated by a snail-shell. If there is a small shelf in the school-room, ask them if they could put three-thousand objects in on the shelf. Yes, they could put that many pins and needles on the shelf. Show them the snail shell, and tell them of that little shelf of three-thousand little strings, comparing it to the strings or wires of a piano.



A Language Lesson for December.

By MARY A. SPEAR, Quincy, Mass.

(Designed for third year.)

What was the class to prepare for a language lesson this morning, Carl?

"We were to write ten inquiring sentences. Yesterday you read a Christmas story about some rich and poor people. We talked about the story; to-day we have questions about it."

How many remembered our conversation when writing the lesson?

How many have prepared ten questions?

Before they are read, some one may tell what an interrogative sentence is.

What mark is used at the end of such a sentence?

What kind of a letter is used to begin an inquiry?

What is a direct question?

You were told to write indirect questions to-day. Now we are ready to hear Edgar read one from his slate.

"In what month does Christmas come?"

That is a good question. Who has an answer for it? Ella may answer, making a complete sentence. How many have written a question like Edgar's?

Yes, almost every one; but you must remember that question is not to be read again. When you are called upon to read, always select a sentence that has not been given by another. Who has a good question to follow Ella's answer?

"What day in December does Christmas come on?"

Before an answer is given to Dora's question we must change it. How shall we begin?

Oliver is right. "On is a better word for beginning than for ending." Annie may read another question.

"What do you want for a Christmas present?"

I see several hands raised. What is wrong?

Oh, the sentence is correct, but is not a good one to follow Dora's. Noah says that he has something better. What is it?

"Why do people celebrate Christmas?"

That is a good question. Try to select such as follow in an orderly and connected manner. Now, one from Fannie and then from other pupils.

"Who celebrates Christmas?"

"What is the story of the rich man who gave a great many presents but did not receive any?"

"Why was this rich man happy?"

"What did the poor people say about him?"

Your questions and answers show that you understand and remember yesterday's talk. All have remembered to write indirect questions, which you have found to be more difficult than writing direct questions. Now we will think about Annie's inquiry which has not been answered. Everybody in the room, whether in this class, or in the class of younger pupils, may give an answer to it.

(All work is now put aside for a general exercise. Each pupil is told to take a piece of paper.) When you have written your name on it, stand by your desk.

Now all are standing and Annie may ask her question again. The younger pupils may write only a word to answer it, but the older pupils must write a complete sentence. Let me see your best writing. Be seated and go to work. You may have three minutes for writing. When finished, stand by your desk. If you cannot spell a word tell me, so that I may write it on the black-board. (Bright and happy visions flit through the minds of these children for the next three minutes.) Stand. If you have not completed your work you must leave it unfinished. With papers in your hands pass to the outer aisles and stand side by side around the room. Each pupil may pass a paper to your right hand neighbor. Belle may read the name on the paper she holds, then read what that pupil wants.

No, Ivan, because you stand next to Belle you are not the next to read. I will ask Bessie, who is in another part of the room, to read her paper. The reading must be clear and distinct. (There is not time for every pupil to read, so, after hearing several, directions are given to drop hands at the sides; stand erect; face to the right; march around the room.) As you pass the table lay your papers on it. I will look at them to see who has tried to do the work well. (The children march around the room twice, and then pass to their desks to do the work assigned for the next period.)

Work in Ungraded Schools.

To the conscientious teacher this question is constantly repeating itself, "How can I do better work?" Especially is this true in an ungraded school. How can we overcome these obstacles? viz.: 1. Too many pupils. 2. Too many classes. 3. Limited time. 4. Too little "desk" work. 5. Too little change of position. 6. Irregular attendance. By reducing the number of classes.

This may be done (a) by joining, (b) by alternating.

Join by taking the "reader" as the basis.

Let those in first and second be in the same arithmetic (D) and writing (B) classes. Teach spelling along with reading (by sight).

The same language lesson, busy work, and drawing for both.

Let those of the third and fourth be in arithmetic C., geography B. Write B, spell B, with the same language work, map-drawing, letter-writing, abbreviations and drawing for both. Let the fourth reader pupils form history class B, and the third reader take definitions at the same time.

Let history A pupils study physics, grammar A, book-keeping, and arithmetic A. The fifth reader pupils arithmetic B, and grammar B. At book-keeping time let them take notes, bills, abbreviations and other work preparatory to that study, having them for both writing (a), constitution, geography (A), and spelling (A).

Allowing the "bright" ones to assist the "backward" will greatly lessen the labor.

Alternate those branches which may be most quickly learned or readily practiced in other studies, such as spelling, reading and writing, taught and practiced in every branch; constitution, which is short; physiology largely taught incidentally, and geography an observation study.

Make out a program of recitations, time, and "desk" work.

Write it on the board, explain, and have the pupils copy. Then

make them watch the time for changing books. If they don't know how, teach them "then and there."

The above with the following are suggestions, merely, not "dogmatic" rules.

1. Have "primary" classes first, before the little ones are tired.
2. Have arithmetic and bookkeeping classes in the morning, early as possible.
3. Have *advanced* classes after recess in the afternoon as the "little folks" are out of the way.
4. In alternating, have three days in the week those studies which need the most attendance.
5. Don't have writing immediately after recess, especially in cold weather.
6. Don't leave out—REST, or calisthenics.

PROGRAM.

FORENOON.

STUDIES AND WORK AT DESK.

ORDER OF RECITATION	TIME	1st & 2d READER	3d & 4th READER	5th & HISTORICAL	CHART.
1. Chart	9.15	Read.	Arith.	Arith.	—
2. 1st. Read'r	9.20	—	"	"	N. W.
3. 2d. "	9.30	—	"	"	"
4. Arith. A.	9.40	Read.	"	—	Words
5. Rest	10.00	—	—	—	—
6. Arith. B.	10.05	Arith.	Rd—Geo.	Bookkeep'g	Draw
7. Bookkeep'g	10.25	B. W.	"	—	B. W.
8. Chart	11.00	Lang.	Writ.—Spl.	Hist.	—
9. Arith. C.	11.05	"	"	"	N. W.
10. " D.	11.20	—	"	"	Words
11. 3d. Read'r	—	—	{ —C.	Writ.	—
—Geo. B.	11.30	Read.	{ —C.	11.20	"
12. 4th. Re'd'r	—	—	—	—	—
—Geo. B.	11.45	B. W.	—	Phys.—Cons.	B. W.

AFTERNOON.

STUDIES AND DESK WORK.

ORDER OF RECITATION	TIME	1st & 2d READER	3d & 4th READER	5th & HISTORICAL	CHART.
1. Chart	1.00	N. W.	Def.—His.	Geog.	—
2. 1st. Read'r	1.05	—	"	"	N. W.
3. Hist. A.	1.15	"	"	"	"
4. 2d. Read'r	1.30	Read.	"	"	Words
5. Hist. B.	1.40	"	"	"	"
6. Writ'g A.	1.50	Draw.	M. D.	Gram.	Draw
7. Rest	2.05	—	—	—	—
8. Writing B.	—	—	—	Gram.	—
— Spell.	2.10	—	—	—	—
9. Roll Call	2.25	—	—	—	—
Recess	2.30	—	—	—	—
10. Phys. Con.	2.45	B. W.	L. W.	—	—
11. Geog'y A.	—	—	—	—	—
— 5th. Rd'r	2.55	Dism's'd.	"	—	D's'm'd.
12. Gram. A.	3.10	—	Abbrev.	—	—
13. " B.	3.25	—	—	—	—
14. Spell. A.	3.40	—	Draw.	—	—
15. Singing.	3.55	—	—	—	—

In the above, writing, physics, constitution, and third and fourth readers are to be heard twice during the week, fifth reader (including history A pupils) once; geographies A and B, also spelling B, have three recitations, weekly.

While the fourth reader recites the third is studying language. *Bookkeeping* means that while fifth reader pupils are reciting (arithmetic B), history A pupils are at bookkeeping.

Reading means that first reader children are preparing for the reading lesson while the second is reciting.

How Christmas Came to Rocky Run.

By KATE L. BROWN.

It was a country school-house, set down in the woods on the banks of Rocky Run.

In the neighborhood was a logging camp and mill, around which a rude settlement had arisen. From this settlement and the occasional farms in the vicinity, gathered the forty children of Alice Parmalee's school.

A few months before, Dr. Hillyer, the principal of Forestdale Normal Institute, had said to his favorite graduate, "You want to be a missionary, Miss Alice. Go to Rocky Run and bring a breath of your larger world into the narrow, care-worn lives there. It will do you good for a year or so. You are town-born and bred, yet a country girl at heart. You are just a little fagged with the long siege of work, and the pine forests will give you new life."

"Can I earn enough to keep me there?" said Alice, lifting her candid eyes to his. The original salary is not much, but Roberts, owner of the mill, has added to it, so you would have ten dollars a

week. We have a summer cottage there, in charge of a widow—a pinch of the salt that savors this world of ours—she, Mrs. Loomis, shall take care of you. Go, Miss Alice, and see how normal methods work in the wilderness."

So Alice went, astonishing greatly the world that had predicted a brilliant position for the valedictorian of the class of 18—

She did not regret it—for she was tired mentally, and the rest and quiet of the new life began to deepen the roses in her cheeks. Mrs. Loomis was a second mother and the cottage delightfully cosy and homelike.

She had the use of a horse and rode much over the country pikes and under pine-tree arches.

Three miles away was a bright little country teacher, untrained—but with a progressive spirit. Ruth Allen had the teaching instinct and much native wit. She read the educational papers, and was hungry for more light. One day there appeared to her "an angel on horseback," saying with easy brightness, "I want to know you. I'm your neighbor, Alice Parmalee, from Rocky Run." The girls became congenial friends and spent nearly all their leisure hours together.

Alice had come in the spring term and together they watched the opening of the first flowers, and all those numberless signs of the mighty thrill of awakening life.

The school-house—thanks to Mr. Roberts—was a new building with neat furnishings, but bare of all beauty. The children were a motley crowd.

The camp gave blue-eyed, fair-haired little Swedes, darker Norwegians, black-eyed French Canadians, sturdy Germans and Irish—with even a sprinkling of merry little Africans.

The scattered farms contributed young Americans of various degrees of ability. With a few exceptions it must be confessed they were from families termed "shiftless."

Alice was struck with the general blankness and apathy of most of the little faces. They lived among scenes of exquisite natural beauty. Purple mountains lifted their majestic heads wreathed with mists of silver. The forest stretched abroad—a vision of cathedral arches with golden-green lights falling, and stray bird notes trembling down through the silences. Rocky Run leaped and foamed, a stream of purest emerald. There were chattering nut-brown brooks, wonderful sunsets and nights of strange beauty, but no one had ever led the dull eyes to see. There were evil habits at home, and worse than all the burden of heaviness, indifference, and stupidity to overcome. Alice was brave and loving, yet her heart often cried, "Who shall roll away this stone?" It had been the custom to hire a new teacher every term, and the work was merely routine. The New Education had not penetrated the wilds of Rocky Run. So they received Alice with indifference. But how long could a child remain impervious to this sweet mother-spirit?

Her strong yearning toward those little lives showed itself in tender words and ways, smiles and caresses—in infinite patience with their slowness—in ardent faith in their better natures. So they grew to love her with a devotion that was in itself a liberal education. She was like a fairy godmother, revealing beauty and wonder at every step. Nothing could keep them from school. She was the chief topic of conversation at home, and many a child breathed her name in its dreams.

In and out of the homes went this bright figure, dark-eyed, golden-haired, dainty-sweet, until every poor mother shared her children's adoration, and the roughest man in camp admired and respected "our teacher."

Alice realized the growth of love in her own heart. How she yearned to bless and save and enlarge all those poor lives! "I begin to realize how God feels toward us," she said to Ruth in a moment of rare confidence. And Ruth loved and learned and grew with the rest.

Christmas was drawing near and one thought was foremost in Alice's mind. How should she bring Christmas to her school? Not by gifts, necessarily—yet somehow must the spirit of gladness and giving be awakened there. The thought grew and the hope grew; its beautiful flowering was the consequence of such loving desire. In Ruth's district the money had given out. So she was spending two weeks with her friend "in the Training School of Faith, Hope, and Charity," as she laughingly, yet with full earnestness, remarked.

When the children entered the school-room the "last day," they started back with cries of surprise and delight. The bare walls were wreathed with sprays of hemlock and pine, brightened with the glow of holly and candle berries.

Over the eastern window was a large gilt star. A cross of white everlasting occupied one wall set in among the green, a gilt crown another. The desk was covered with a pretty velvet and silk drapery pinned with a star. Several vases of flowers were arranged here and there, and a few fans and scarfs pinned up—to the eyes of the children a most wonderful decoration.

Alice and Ruth wore their prettiest aprons, and each had a gilt star upon her breast.

When the clock said "nine," and the little children waited for the opening words with sweet up-turned faces, Alice stepped forward.

"Dear children," she said, "we are going to try to bring Christ-

mas to our school, to-day. Let me tell you the Christmas story, and then you will see why we love this holy season so well." So she told in vivid, picturesque language the sweet old tale that the world will never outgrow. And even the smallest child there, realized that the glow of the star brought a light to the world that can never grow dim. "I want you to make this a true Christmas day by seeing how many kind things you can do for others," she said. "Now I will give you something to remind you of this." Calling each child to her she fastened a tiny gilt star on the front of the little dress or jacket. "Wear this to-day, and when you are tempted to do wrong or to be selfish or unkind, think that you are a child of the Star, and must help make Heaven here in our school-room to-day."

The children's faces beamed. They looked at their stars with tender eyes.

No bit of gilt paper had ever possessed such attractions to them before. They sang several carols, repeated the prayer of prayers, and then the work of the day began.

What a halo of Christmas, of cheerful giving, rested over everything! Their number work was put on the boards with colored chalks and every set of examples was headed with some dainty device—a bunch of holly, clusters of Christmas roses, a reindeer's head, a tiny stocking, a wee Christmas tree. In the recitations the examples were all about the objects that are associated with the dearest day. They went shopping to buy gifts for friends—they calculated the cost of limitless pounds of candy and dozens of oranges for innumerable children, and the like. In reading, all the stories were about Christmas, and for language work they were allowed to use the new set of cards Alice had made on "The night before Christmas."

Jerry Ryan gave little Pierrot his long pencil, and said eagerly to the teacher, "Ain't the little feller happy. Jimmy! see his eyes shine." Claire gave the last picture card to blond Hedwig, and the older children pleaded, "Let the little ones tell their stories first. P'raps there won't be time for us all."

At recess both Ruth and Alice went out and slid down hill with the children.

In spite of half a dozen double-rippers all could not slide at once. But nobody grumbled. Those who could not slide watched the others, and kicked the fence to keep warm. The larger boys were very chivalrous toward the younger children, and more than one great girl drew her own mittens over the bare red fingers of a shivering little one. Yes, it was a happy morning—full of real heavenliness because every one tried so hard to give his best self. In the afternoon the parents came in—many shyly, some half shamefacedly. The children sang the sweet old carols and recited their memory gems. Miss Alice read to them that most delightful classic, "The Bird's Christmas Carol." How they laughed over the Ruggles family, and toward the pathetic ending the tears streamed down the cheeks of both old and young, and Dick Willey, the naughtiest boy in school, cried out, "Don't have her die! Please don't have her die."

Then Alice removed a cloth from a little table revealing heaps of brilliantly-hued articles.

How she and Ruth had labored to make up the work of the children into gifts for the parents! There were paper and postal card cases, blotting books, stamp and letter cases, penwipers, tidies decorated with the weaving, sewing, and paper-folding of the little ones. The older girls had some beautiful specimens of sewing and the boys various articles in carving and woodwork. Then there were drawings bunched together and tied with a bright ribbon, compositions, designs, maps, specimens of number work. And the children laid them with beaming eyes in their parents' hands.

To watch the parents' faces was a treat—such looks of surprise—such pride and satisfaction. And when tiny Eva, the baby of the flock, placed in her father's hands the little blotter sewn in a design of daffodils by her own wee fingers, the giant form of Black Dan fairly shook with emotion.

It was after four and would soon be dusk. But Alice could not let them go quite yet. She stood before them like some sweet and gracious young queen, and from her heart spoke to the waiting hearts. She assured them of her love and deep interest, and begged that they would help her in the homes. She pleaded for patience—for good habits, for clean speech, and correct living—in the name of the little men and women before them. It was a warm-hearted, impulsive yet intensely earnest plea, and it stirred the hearts of that audience. They crowded about her with their thanks and blessing, telling, some with tears and in broken speech, how much they loved her. And she met them all so gladly, giving richly of her rich heart. When the last good-bye had been said, the last little mouth kissed, Ruth took her friend home. A while after, they sat in the cosy parlor watching the Christmas stars come out over the mountains. Alice's head leaned a little wearily against her friend's shoulder; she was a tired but very happy teacher that night. "Alice, you were just grand to-day," began Ruth. But a hand was laid over her lips. "Don't speak of me, please," said Alice quietly, "but think of the truth. Oh, isn't it just beautiful work—this dealing with souls! Why, I wouldn't envy a queen. Teaching is the grandest, most soul-satisfying work I know."

"Doesn't it pay in spite of all the drudgery? Oh, Ruth, let's just make a fine art, better still a religion, of it!"

Ruth's arms stole more closely around her friend, and the Christmas stars looked down upon another of the consecrations, that make this weary old earth so much more the ante-chamber of the Father's House.



Supplementary.

Lord Lytton (Owen Meredith).

FIRST PUPIL.

Edward Robert Bulwer Lytton, Earl of Lytton, whose death recently occurred, came of a literary family. His father was the celebrated Lord Lytton, a poet, dramatist, novelist. Lord Lytton, the elder, was the author of two famous plays, "The Lady of Lyons" and "Richelieu," and numerous novels.

SECOND PUPIL.

His son inherited his literary taste, if not his genius. On the publication of his first book he took the name of "Owen Meredith," by which he is best known. He was born Nov. 18, 1831; was educated at Harrow, and studied in Germany, paying special attention to the study of modern languages.

THIRD PUPIL.

When only eighteen, Lord Lytton began his diplomatic career as attaché at Washington, where an uncle was minister. A speech made at a public dinner attracted the attention of Daniel Webster, who became a warm friend of the young Englishman. In 1852, the young attaché was transferred to Florence, and two years later was sent to Paris. He also served as attaché at The Hague, St. Petersburg, and Constantinople. In 1862, when only 31, he was made second secretary in Her Majesty's service at Vienna, and he did such good service that he was advanced to the secretaryship of the Legation at Copenhagen.

FOURTH PUPIL.

Several other important offices were filled by him until he was made British minister plenipotentiary at Lisbon. While occupying this position he was appointed viceroy of India, the highest honor next to that of premier that it is possible for an Englishman to attain.

FIFTH PUPIL.

On his arrival at Calcutta, he was sworn in as viceroy, and on Jan. 1, 1876, he presided at the magnificent ceremonies which celebrated the Queen's assuming the title of Empress of India. Four years later he resigned his position. The resignation of Lord Beaconsfield, the premier, was given the Queen at the same time.

SIXTH PUPIL.

For seven years Lord Lytton withdrew from public life and lived at his country house until 1887, when he accepted the mission of ambassador to France. This office he held at the time of his death which occurred Tuesday, Nov. 24. Although far from well, he composed a poem on Monday, and wrote at intervals on Tuesday.

SEVENTH PUPIL.

Notwithstanding his great success in statesmanship, Lord Lytton's ambition was for literature. At the age of twenty-four he published his first volume, called "Clytemnestra." "Lucille" was ready five years later, and has always been the most popular of his works. Among his other poems are "Tannhauser," "Fables in Song," "The Wanderer," "Glenaveril," etc. He also edited the "Life and Letters" of his father.

Questions: Who is the present premier of England? Is the ministry Conservative or Liberal? To which party does Gladstone belong? What are the two houses called? Who is the present English minister to the United States? Who is our minister to England? What are the duties of a minister? Name four living English poets. Explain the duties of a poet-laureate, and name the present one. Name the poet you think most likely to succeed him.



I shall call the attention of our teachers to your publications with much pleasure. In getting them to avail themselves of such valuable helps I think we are advancing the efficiency of our school system.

Baltimore.

HENRY A. WISE, Supt. of Schools.

A Conversation-Lesson on Rain.

By LEILA R. G. BURFITT, Danville, Ky.

How many of the children ever saw a balloon? Was it a large one or a small one? I have a picture here of a very large balloon; one big enough for two or three people to ride in. Who can tell me what a balloon does? Yes, it goes up and sails away in the air. Either heated air or gas, inside the large round part that you see in the picture, makes the balloon lighter than the air and so it rises, higher and higher, until a breeze up in the sky blows it along on its journey from one country to another.

There are some other balloons that I thought about. They are so small that they cannot always be seen. We might call them fairy balloons. But first let me ask you if you ever saw a kettle on the stove in the kitchen with water in it? Was the water hot? What did you see? Yes, a sort of smoke rising. That is called steam. The fire makes the water hot, it begins to simmer, and some little particles of moisture commence to rise; then more and more particles, until a great many rise. Some cool air comes along and lifts them up in the air. We might play these little drops were fairy balloons.

Who knows what makes the earth warm? Yes, "the sun." Let us put our hands down in this sunshine. Does it not feel warm? You know the sun shines everywhere on the land and on the rivers, lakes, and oceans; and when it shines down on the water all day, what do you suppose it does? It makes the waters warm. Not very hot like the water in the kettle but warm, and the sun draws the little particles of moisture up and up, the air around rushes in, and the fairy balloons sail away. Show me how they can go up. We cannot see steam, for the water does not get hot enough, but they are going all the time. I will tell you where you can see them—when the little moisture balloons get up in the air a long way. Along comes a cool wind from the north, perhaps, and the little things grow colder and colder and get blown nearer together until a strange thing happens. The little drops of moisture change into larger drops of rain and many of them together make a cloud. You have seen clouds in the sky, have you not? Show me how the clouds go. By and by the cloud gets so heavy with the many, many drops that down the drops come tumbling over and over pattering on the earth. They come down to give the trees and the grass and flowers a drink. They are not balloons any more, they are kind drops of rain. Can you think of anything more the rain drops can do?

Sing, "This is the way the rain comes down." (Miss Jenk's "Songs and Games.")

Some Occupations.

By MAY FLOYD, Chadron, Neb.

(Verse 1 may be spoken by a boy with a pack on his back, and a basket in his hand containing some small articles, handkerchiefs, collars, etc. He displays his wares as he recites. In verse 2, the hostler carries a whip and wears a label on the visor of his cap, to tell the firm he works for. The boy who personates the cobbler may wear an apron, and sit on a bench. He holds a shoe on his knee and uses an awl or pounds with a hammer as he recites.)

THE PEDDLER.

With my pack
Upon my back,
I travel through the town
I try to sell,
And so I tell
My prices have come down.
My tablecloths
Are fine and cheap,
They'll cost you but two dollars.
It makes me weep,
Ay, lose my sleep
At the price I sell my collars.
The truth I tell,
If you'd do well
From peddlers you would buy.
At goods so cheap
Do take a peep,
This chance should not go by.

THE HOSTLER.

If you want a ride,
Call at the South Side
Of Main st., and there is my stable.
My horses are many;
They cost a good penny
And they'll travel as fast as they're able.
My horses are good,
And I think that they should
Be treated quite well while they're giving
Such pleasure to you;
And we all know it, too,
That they work very hard for their living.

THE COBBLER.

Oh, the cobbler old,
As I've been told,
Is bent, and lame, and grey;
But he gaily sings
As his hammer he swings,
Until the close of day:
"I love my toil,
Tho' my hands do soil
With leather, and straps, and wax,
Such a merry time
With the 'jolly' chime
Of hammer, and last, and tacks."
Oh, the cobbler old,
As I've been told,
Has a trade that he much enjoys.
He's worth much to men,
But we think ten times ten
More useful to us little boys.



(Recitation for little girl, in character, on Friday afternoon.)

Going to Market.

By R. D.

'Mamma is sick and Papa is away;
Who is there to buy our dinner to-day?
Cook is so busy and Margaret, too,
Perhaps there's some errand that I can do.'

Brother Jack has hurried away to school,
He is always sure not to break the rule
That boys must be in their seats before nine,
With clean face, smooth hair, and boots blacked so fine."

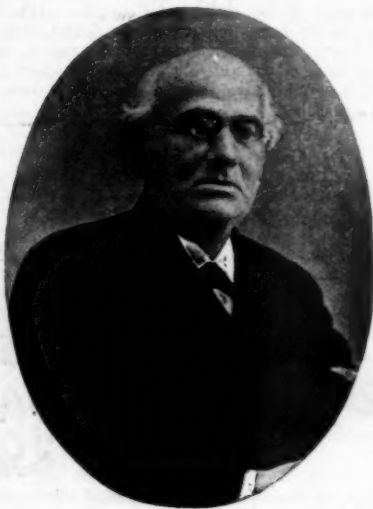
"I'm little Grace and I've been trying to dress
My doll-babies, May and Polly and Bess;
But I left them all and to the kitchen I ran
'Please, cook,' I said, 'I'll do all I can.'

"I'm going to the store—that's ever so far,
And I'll carry luncheon up to mamma;
I'll ask if there's anything more I can do
Oh, this is great fun. Don't you wish it was you?"

You are doing a noble work for the teachers and pupils of America. We sincerely thank you for what you have done, and are doing, for us. And may God bless you in your efforts.
West Point, Cal. E. M. PRICE.

I have many times said THE JOURNAL was the best education-aid which taught with type. I know its reputation will be sustained.
Chicago. F. M. WOODS.

The Educational Field.



Hermann Krusi.

Hermann Krusi was born in 1817 at Yverdun, Switzerland. His father at that time had been a co-laborer of Pestalozzi's for seventeen years. He received his principal education in two schools in his native canton of Appenzell, of which one, a normal school, was conducted by his father until his death in 1844. Then followed some academical studies in Dresden, and a sojourn in England, for several years, at the noted Home and Colonial Training Schools in London. Thenceforward his services were sought for introducing the improved methods in teaching that came through the application of Pestalozzian principles. He sought to impress upon teachers that in every science they must proceed from an *objective* basis; that in drawing, *inventive exercises* must occasionally take the place of mere mechanical imitation; that in the pursuit of *geometry independent reasoning* should be encouraged and cultivated in the pupils; that the exercises in mental and moral philosophy should chiefly be based on the *experience* of the pupils and on their *reflection* upon this experience. On his arrival in the United States in 1853 he pursued the same method, and has steadily adhered to it; at first he met with but little encouragement; the country was not then prepared for the reform which set in later. But that reform was largely due to the instruction he gave at the Oswego normal school where he was assisting Dr. Sheldon for twenty-five years.

Besides teaching Prof. Krusi has written the "Life and Work of Pestalozzi" and a "Drawing Course" in which inventive exercises were first systematically based on the elements of form; and many valuable hints for industrial application have been developed from this series.

In 1887 Prof. Krusi severed his connection with the Oswego normal school having participated for fifty years in the active work of education. He lives in retirement at the home of his son, in Alameda, Cal., where he enjoys the blessings of hale old age. In his retirement he sees the ripening fruits of the great Pestalozzian seed-sowing that, beginning with the century, has continued for ninety years first by the master himself, afterward by his co-laborer Krusi, and his son; the latter spreading the reform mightily through the ardent disciples of Oswego.

Meeting at Buffalo.

Buffalo had a rousing meeting Nov. 10 to consider normal training and the kindergarten (parts of the New Education that some educators have been waiting to see gasp its last breath. An Educational Association was formed. It adopted among other things this basis:

"That it shall be the object of this association to study and investigate the newest and best systems of education in other cities and bring them before the public by means of lectures and discussion."

Supt. Rogers, of Jamestown, N. Y., where New Education methods have been in operation for several years, gave an address. He discussed for about one hour the origin of the movement to introduce manual training and kindergarten methods in Jamestown, the manner of conducting the same, cost, etc. It was a simple but deeply interesting story, although some of the details

are not new here, and some of the methods urged to be introduced here have been in use in some of the public schools of Buffalo for upwards of two years, such as modeling in clay and sand, etc. In beginning, Mr. Rogers said that the idea is not distinctively the teaching of trades, but to meet the requirements of a multitude of children who may never learn trades. It is not designed to take the place of intellectual training. The public schools should receive children at the age they are ready to enter a kindergarten. He spoke deprecatingly of the manner in which many children are influenced by bad home surroundings and the difficulty in eradicating bad impressions received at a very early age. In the primary work, he said, the stringing of beads, placing of blocks, folding, etc., are taught. The child is led to investigate things and then express his ideas by drawing, modeling in paper patterns, etc. Body movements are also taught. The first practical work is in the form of needle work, fancy work being included. Cooking is taught, and work with carpenters' tools is a part of the regular course of instruction. In the grammar department two special teachers are employed. Draughting plans is taught before work with the tools is fairly begun. The Delsarte system is also taught. Mr. Rogers spoke encouragingly of what has been accomplished. The new method relieves the monotony of school routine and is an aid to discipline. The children regard it as a privilege and pleasure to be employed in the workroom. He described in detail how the little minds could be kept busy, and claimed that there is a real intellectual development in the use of hands, eyes, and attendant senses. As to the cost for 2,000 pupils the apparatus and material necessary would be \$100. The principal item of expense is salaries of special teachers. The system added only \$1,000 to the cost of running the public schools of Jamestown out of a total expense of \$40,000. The system is thoroughly believed in.

Principal Cassety, of the Buffalo normal school, said manual training and kindergarten methods were taught in the Oswego normal school, and he thought there should be a manual training-school established. At all events, normal training and the kindergarten were to be taught in the normal school.

The following are some of the directions and suggestions to principals and teachers in the Cincinnati public schools:

Give attention to pen-holding in all exercises.

Decorate school-rooms with appropriate pictures and with flowers.

Permit the children of both sexes to recite together or sit in the same room for study.

Keep the school-rooms tidy and the floors and coal-boxes free from scraps of paper, etc.

Do not allow dust-pans, brushes, wash-basins and other like articles to be seen in the school-rooms; keep them out of sight except when in use.

Give attention to teachers' organizations and professional publications.

Abstain from the use of tobacco, especially just before going to school, and indulge in no habits unworthy of the imitation of your scholars.

Do not eat or drink in the presence of the pupils, especially during school or recitation hours.

Become acquainted with parents, especially with those of troublesome pupils.

Be sure that your appearance is worthy of the imitation of your scholars, both as to dress and cleanliness.

Cherish pride and pedagogical dignity in your profession.

Demand exactness of pronunciation in reading and in all other recitations.

In spelling, have the pupils pronounce the word and then spell and pronounce by syllables, and afterwards the whole word.

Have the pupils stand erect and free from the desks while reciting, and always address the teacher by name.

Be careful to require neatness and cleanliness of person and clothing on the part of the pupil.

Excuse nervous and delicate children from the examinations if desired by parents.

Permit no child to attend the fires or windows.

Permit no noise in the school-rooms at any time, whether school is in session or not.

Give lessons frequently, almost constantly, in patriotism, American citizenship, love of country, and home.

Give attention to morals and manners.

Keep the flag raised on all proper occasions.

Open school in the morning with a "good morning" from teacher and pupils and dismiss at evening with a "good evening."

Make proper "headings" for slate work.

Encourage the arm movement in writing.

No discussion of school matters among teachers should be had in presence of the pupils.

The fifth attempt to burn school-houses at San Bernardino, Cal., was made a conspicuous failure, through the coolness and

presence of mind of the city superintendent, Alex. E. Frye. This gentleman is so well known in the educational world that the following, from the local press, will be of general interest:

"It is the custom of Mr. Frye to go to his office in the school building in the evening for the purpose of studying and writing. As usual, last evening he went to his room, little thinking of the danger he was soon to encounter. As he opened the front door he noticed a glimmer of light coming from the second story of the building, and throwing off the light overcoat he wore, he ascended as rapidly as possible to the upper story in search of the fire. At the landing of the upper floor he saw a man, with whom he grappled and quickly laid on the floor. At this moment a second man—for there were two of them—caught Mr. Frye by the nape of the neck pulled him off and at the same time kicked him in the small of the back. While in the hands of the second man the first one, being underneath Mr. Frye, shot four times, only one shot, however, taking effect, and that hitting him on the inside of the left arm. At the time the shots were fired the pistol was so close that the clothing of Mr. Frye was badly burned about the wound.

"On being shot, and finding that he had two men to deal with, Mr. Frye at once backed out of the fight and his assailants fled. He then turned his attention to the fire, extinguishing it with water from the hose which has lately been put into the building. As soon as he had a stream running he commenced to ring the bell at intervals, and all this after he was wounded by the dastardly scoundrel who had assaulted him."

It is also asserted that Supt. Frye will soon be the recipient of a beautifully engraved gold watch by the appreciative citizens of San Bernardino.

Mr. Frye adds in a private letter: "I am all right after my wrestling contest. It was a little more real than when I won the Harvard wrestling cup."

An arrangement for an educational congress at Chicago in 1893 has been entrusted to a committee appointed for the purpose by the National Educational Association. In July, science, philosophy, invention, and education will be considered. Congresses of colleges, universities, teachers, and superintendents of schools will also be held.

Among those interested in manual training is the commissioner of education of Siam—a brother to the king of Siam. If the wise pedagogues of America don't look out, the teachers on "India's coral strand" will be crowding into the educational heavens and getting the best seats. "It's only a little shower," Noah's neighbors are reported to have said; and so some pedagogues are reported to have roused up enough to say of manual training, "Oh! that's a new fad; just like the kindergarten; it won't last long. John, recite the multiplication table backwards. Henry, you're whispering again; come out and stand on one leg. Mary, learn to conjugate the progressive neuter verb 'I am talking.' The good old way is the way for me."

A cordial invitation to attend the State Teachers' Association of Mississippi, at Jackson Dec. 28-31, is gratefully received.

We observe the following among the subjects for discussion:

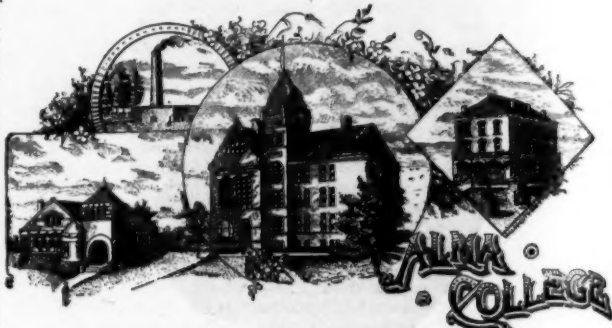
1. "The Modern Woman," by Miss P. V. Orr; 2. "Methods of Classical Study," by Prof. A. L. Bondurant; 3. "The Study of Latin," by Minnie Paslay; 4. "Botany in the Public Schools," by Prof. G. C. Creelman; 5. "Duties of Parents to Teachers," by Miss Lena Elgin; 6. "Methods of Teaching Zoology in the High Schools," by W. W. Rivers; 7. "Importance of making the Course of Study of the High School preparatory to the University," by Superintendent W. A. Belk; 8. "Lecture on Tennyson's 'In Memoriam'"; 9. Manual Training in Schools and Colleges; 10. "School Government and Management," by H. A. Dran; 11. "How to get the best Educational Results under our New Constitution," by Supt. J. W. Henderson; 12. Music in the Public Schools," by Grace E. Dyer. Col. Francis W. Parker, of Cook Co., Ill., will be present and address the teachers.

We sincerely hope our Mississippi brethren will have a pleasant and profitable time. They will have a pleasant one, no doubt, but a glance over the list of subjects gives rise to a doubt as to whether the most profitable subjects have been selected to inspire the teachers and send them back to their school work full of courage and new visions of the very heart of educational truth.

Will the discussions of subject No. 1, tend to raise the educational standard? Will No. 2, be of general interest to the rank and file of teachers? Will the time involved in No. 3, be spent to the very best advantage, for the advance of public school interests? No. 4, touches a matter of practical interest for all grades of teachers. Will the teacher feel any stronger to perform her own duties because she recognizes the ideal responsibility of parents to teachers? (No. 5.) Nos. 6, 9, 10, 12 are suitable themes. We feel something must be said in behalf of the teachers who do *not* flock to these associations with enthusiasm nor go away fed with the bread of educational life. Col. Parker will not speak in vain.

Seven hundred and fifty crickets have been purchased in the city of Boston for the use of children whose feet do not touch the floor in Boston school-rooms. The world moves. Mental images of the small children of other days—not many years ago, more's the pity—sitting on the front seats, with dangling feet and drooping energies, cooking slowly beside the box stove in winter, rise before the mind's eye.

The "Course of Study and Teachers' Manual, of Columbia public school, South Orange, N. J., for 1891-2" gives evidence of great care in preparation. The principal, Mr. Elmer C. Sherman, has proved himself conversant with the most progressive ideas in pedagogy by the manner in which the various plans for each grade are outlined. Form study, color, manual work, vocal music, and physical culture are intelligently introduced, even in the lowest grades. Later, easy science and wood working find a place, while sewing and clay modeling are not neglected. Such a course of study would have been a curiosity once, and not so many years ago either.



Alma college, the Presbyterian institution of Michigan, is situated at Alma, Gratiot county, very near the geographical center of the lower peninsula of the state. Its doors were first opened on the 12th day of September, 1887, with an enrollment of 35 students. To-day it catalogues over 130 students and during its four years' existence has enrolled nearly 600 students.

Alma college has at present four buildings of brick and stone—the main building, the ladies' hall, the library building, and the boiler-house. The library has 11,125 volumes and 10,000 pamphlets on its shelves.

Five departments of work are offered—collegiate, preparatory, normal and training, art and music, and commercial. At the close of its fourth year it graduated a college class of three.

The normal and training department was organized in 1888 and since then over one hundred teachers have improved its advantages, and in the brief period of three years have been sent out into fields at home and abroad, even to London, Eng.; to the East; to Washington, Oregon, and California in the West, and to China in Asia. This department is under the charge of Elnora Cuddeback, Ped. B., a contributor to THE SCHOOL JOURNAL.

Norwich, (Ct.), Free academy has planned a series of lectures after the methods of the university extension scheme, by the teachers, for Fitchville, Yantic, Bean Hill, and Montville. These lectures are designed for those who are at work during the day, and it is hoped that the same opportunity may be extended to other nearby villages.

It is reported that beside the school exhibit at the World's Fair a practical demonstration will be given of new and advanced methods of teaching; also that a school will be in session during the whole time, comprising every department from the kindergarten up, and experienced educators will give practical lessons in their methods of teaching. The school will be open to all children, resident or visiting.

Sir Edwin Arnold affirms the rumor that Lafcadio Hearn, the American author, has married a Japanese maiden and settled down as a professor of English in a native college in the interior of Japan.

At the Teachers' Institute in Paterson, N. J., Miss Emily P. Williamson, of Elizabeth, gave a glowing account of the advantages of the School of Pedagogy of the New York university. The institute passed a resolution of condemnation of self-satisfied, non-progressive teachers and endorsed the School of Pedagogy.

Supt. Will S. Monroe, of Pasadena (Cal.), says of the West: "A new land, but, withal, a land that maintains the best public schools on the face of this continent; school-houses, the finest; school-rooms, the best equipped; school-teachers, the best prepared; school methods, the most modern; school sentiment, the heartiest. Yes, here in this new West, are the finest, brightest teachers, better appliances, and healthier conditions than exist in Pennsylvania, New York, or New England—and I speak advisedly.

"The school men are young; settled conditions do not here, as in the East, sacrifice good work to tradition; the state wants the best and she usually gets it."

New York State Commissioners.

The 37th annual meeting of the N. Y. State Association of School Commissioners and Supts. met Dec. 1-3. Com. Maxson presided and Coms. Laura F. Mayhew and J. J. Kenny, were secretaries.

Treasurer Sanford presented his report and tendered his resignation. Com. Stillman, of Cortland, was elected treasurer. Com. J. H. Lusk, of Broome, presented the report of the committee on legislation; it was accepted, except that part referring to the compulsory education bill. Coms. Harrison, Kinsley and Kniskern were appointed a committee to suggest amendments to regulations concerning uniform examinations.

The township system was discussed. Deputy State Supt. Skinner declared his faith in the change proposed, and thought it would produce a great improvement in the schools. He advised the policy of having the people of the state thoroughly acquainted with the contemplated change so as to create a public sentiment in its favor. Messrs. W. E. Sheldon, Carey, Stout, Surdam, Sandford, Moore, Lusk, Milne, and others, all spoke in favor of the change. Upon a vote being taken, 62 votes were recorded in favor of the resolution and none against it. A committee of five, Pres. Maxson, Dept. Supt. Skinner, Messrs. Harrison, Wilson and Finnegan, was named to secure legislation on the point.

A report of the committee on compulsory attendance law was presented by President Maxson. A resolution declared the association to be in favor of a compulsory attendance law with a state inspector. Discussion followed. State Supt. Draper approved of the law. The necessities of the school system demanded legislation on this subject, and he regarded the proposed bill as embodying satisfactory provision. A vote upon the resolution showed 41, in the affirmative, and 30 in the negative.

State Supt. Draper delivered an address on the Legal Powers and Duties of Trustees. Papers were read by Com. Weinman on "Third Grade Examinations," by Com. Wilson and Prof. Stout, on "Supervision"; by Com. Cook on "Common Sense in the School-Room;" by Dr. W. J. Milne on the "Uniform Examination System." The special committee on Uniform Examination system reported recommending that third grade certificates should be issued for one year instead of for six months, and Supt. Draper disapproved of any plan of third grade certificates of different standings.

Com. F. W. Knapp was elected president; H. B. Harrison, first vice-president; T. E. Finnegan, second vice-president; L. F. Stillman, treasurer; W. J. Barr and J. J. Kenney, secretaries.

The Teachers' Institute of Otsego Co., N. Y., will be held at Oneonta, December 14-18. The conductor, Samuel H. Albro, Ph. D., will give several "Lessons in Psychology" and class recitations to illustrate methods. Prof. Cobb will talk on "Practical Science," "Practical Grammar" and "Primary Reading" will be discussed by Miss Weingand. Dr. Milne will talk on "School Discipline."

This number of THE JOURNAL contains 32 pages; it has been enlarged to meet the demands of advertisers. This is gratifying because for years the publishers expended all that was received in extending the circle of readers of THE JOURNAL. They now expend a large sum annually for this purpose. They intend every teacher of more than average ability shall see THE JOURNAL if he does not subscribe to it. In this work we have had cordial co-operation; we will now thank any one who will give us the names of teachers who are thinking seriously on educational problems.

The "Sons of America," in St. Joseph, Mo., presented a national flag to the high school, and it was to have been hoisted with proper ceremony on Thanksgiving day, but some members of the school board objected on the ground that it might be regarded as a sectarian movement started by a secret order to cultivate in the minds of the pupils certain ideas which patrons believe should not be introduced into an institution of learning.

State Supt. Wolfe, of Missouri, has initiated a very important movement in his state. He proposes to establish district teachers' institutes where graduates of the county institutes can be trained and granted state certificates; but can this be done without making them state normal schools?

The University of Texas has created a school of pedagogy, and elected to the chair Joseph Baldwin, M. A., LL. D., who has been for the past ten years principal of the Sam Houston state normal school. The object of this school is to prepare students for the profession of teaching, for positions in high schools, academies, city schools, and colleges. The course of study is outlined thus: 1. History of Education. 2. Applied Psychology and Art of Teaching. 3. Science of Education. 4. Management and Methods. 5. Special Work and Original Investigation.

The students of the Plattsburgh high school are a bright set if those who edited the November number of *The Student* are a fair sample. We should advise them to print their paper as a daily of this city is printed, to represent *the life of its constituency*; let them exhibit the doings, sayings, hopes, fears, and joys, and all that, of the brave boys and sweet girls of Plattsburgh high school. Not their stately essays alone (if any), but the real life of the school. For it has a genuine life of its own. We have the belief that the school has been and still is well differentiated from the numerous other schools. Prof. Holden did a splendid work before he went into the normal school, and a worthy successor is in his place.

A word from Dr. Snyder from Greeley, Col., says: "Our school has a phenomenal success for a new school and a new state. We are reaching 200 in attendance. I have the widest latitude to make a normal after my own fashion. We are going to make it the highest grade normal in the country and at the same time the most progressive."

New York City.

A Scientific Alliance has been formed in New York City composed of six local organizations for scientific research, viz.: The Academy of Sciences, the Microscopical Society, the Botanical Club, the Linnaean Society, the Mineralogical Club, and the Mathematical Society.

The Scientific Alliance will proceed to erect a massive building for their use which will contain the collections of the united societies and in which all meetings will be held.

The December issue of *Sunny Hour* brings with its Christmas offering its own peculiar charm for boys and girls. The boy editor, Tello d'Apéry, besides drawing into his contributors' net most of the crowned heads of Europe and brilliant writers of the century, is bringing into his "Barefoot Fund" a big pile of old boots and shoes which go through a mending process in the *Sunny Hour* "Shoe room," and then go forth on the feet of poor boys and girls. This admirable charity cannot be too strongly commended or too faithfully followed by older people.

Educational Associations.

Minnesota State Teachers' Association, St. Paul, December 28, 29, and 30. Horace Goodhue, Northfield, Minn., president; F. A. Fansworth, St. Paul, Minn., corresponding secretary.

The National Educational Association, Department of Superintendence, Brooklyn, N. Y., February 16, 17, and 18, 1892. Hon. Henry Sabin, Des Moines, Iowa, president; Supt. L. W. Daly, of Cleveland, O., secretary.

State Teachers' Association, of Ill., Dec. 29 to 31, 1891, at Springfield. Principal Alfred Kirk, Chicago, president; J. M. Bowley, Metropolis, secretary.

State Teachers' Association of Kansas, Topeka, Dec. 29, 30, and 31. Supt. B. S. Spence, Wichita, Kan., president; Mrs. Menninger, Topeka, secretary.

State Teachers' Association of Michigan, Grand Rapids, Dec. 21-22. Supt. W. W. Chalmers, Grand Rapids, Mich., president; O. R. Schurtz, secretary, also of Grand Rapids.

State Teachers' Association of Wisconsin, December 28 to 31. Supt. John Nagle, of Manitowoc, president; Mr. H. L. Terry, of Lake Mills, Wis., secretary.

North Dakota Educational Association, December 22. A. L. Woods, of Graf-ton, president; Miss Etta C. Lewis, of Devil's Lake, secretary. Association meets at Grand Forks.

State Teachers' Association of South Dakota, Mitchell, Dec. 29, 30, and 31. G. L. Pinkham Miller, president; Esther A. Clark, Yankton, recording secretary.

Iowa State Association, Des Moines, Dec. 29, 1891. H. H. Freer, president; J. M. Mehan, secretary.

The Montana State Teachers' Association, Bozeman, December 29, 30, 31. Prof. Arthur Stone, president; L. A. Os ein, secretary.

Maine State Teachers' Association, December. E. P. Sampson, president; H. M. Estersbrook, secretary.

Nebraska State Teachers' Association, Lincoln, Dec. 29.

Southeastern Nebraska Teachers' Association, Beatrice, Nov. 26.

Central Nebraska Association, Hastings, Nov. 27.

Northern Nebraska Association, Norfolk, in the spring.

Mississippi State Teachers' Association, Jackson, Dec. 28, 30. R. W. Jones president.

The two Christmas holiday pleasure tours to Washington, D. C., and Old Point Comfort, Va., tendered by the Pa. R. R. Co., to the teachers and their friends, of New York, Brooklyn, and vicinity, as advertised in the last SCHOOL JOURNAL, are worthy of special commendation. The rate, including meals going and returning, and first-class hotel accommodations in Washington, is a marvel of cheapness. As one of such a party to Washington last year, I heard only strong expressions of satisfaction at the provisions made for the comfort of those hundreds of tourists. The courtesy and unwearied attentions of the personal escort, the tourist agent and the chaperon, made the ladies without a male escort feel quite at ease. Teachers who intend to take a holiday outing will be glad of the tours to the National Capital and to the attractive and historic region around Old Point Comfort.

B. G. NORTHROP.

Correspondence.

A Teacher's Trip to Europe.

There is no form of recreation so helpful to the teacher as travel. A visit to Europe means more to him than to the majority of people, and brings a full return in mental growth and intellectual stimulus.

If a trip abroad is planned for a summer's vacation, certainly a portion of the preceding winter should be spent in preparation for the enjoyment. The first thought must be given to that bewildering necessity called making a choice, and this involves no little time and consideration when there is so much to place on the side of what to leave undone in the way of sight-seeing and study. Therefore, make out two distinctive lists, one with the things you *must* see, the other bearing the names of those you deem secondary in importance. Then mark out your route and the proportion of time you intend to give to different countries and towns. A late edition of the Satchel Guide will be a great help in your prospective traveling; and when you really set foot upon the foreign strands you can purchase local guide books and the standard Baedekker.

Before you go abroad you will of course purchase an excursion ticket in the steamship company you intend to patronize, and immediately on your arrival in Liverpool engage personally your berth for the return. The large tourists' agencies in London will sell you tickets all over the continent, and, if your mind is made up as to your route, it will save you much trouble to secure the tickets then and there. You are made aware of what amount of money you have left to expend for your living and incidentals. For hotels you may safely locate yourself at those named (in their order of first and second class) in the Satchel Guide. When making a long stay in one place, boarding houses should be chosen, and for the names of these inquire among friends or fellow boarders. In the small cathedral cities and other places, arrangements can be made for lodgings with meals cooked to your order, and this is very inexpensive when a party of four or more co-operate.

The ordinary rule for foreign traveling is to expect to pay five dollars a day, but if the price sometimes exceeds this sum it also is much less when a stay of any length is made in one place.

For steamer wear, take winter clothing for the summer voyage. These garments are not carried around, but left in an extra trunk or valise in charge of the steamship company. Other baggage to be taken on the continent should be as limited as you can possibly make it, a Gladstone bag being the best thing outside of hand straps, because it can be lifted into the carriage or train, beside you.

Wear new clothing, comfortable shoes, and carry only one change of underwear (laundry can be had at a day's notice), over-shoes, umbrella, and waterproof; a belt or bag for money that can be fastened to the person, and medicine for ailments you are subject to.

The most convenient money to carry is the Bank of England note (smallest five pounds or twenty-five dollars), which can be exchanged at the different large cities for gold and silver.

Any questions upon this subject will be answered (if stamp is inclosed) by the writer. Address in care of THE SCHOOL JOURNAL.

Alice M. Kellogg.

You criticize, in THE JOURNAL of Oct. 17, a method of teaching history that seems to me to be just right; I claim that it is in harmony with the laws of psychology. You either do not believe in dates or you consider the method of using dates vicious. The teacher may overwhelm the pupil with a lot of detached dates, especially may this be the case if the pupil is in a lower grade; but no one method can fit all stages of mental development; his method must be flexible, varying according to age and individual wants. While I esteem THE JOURNAL's opinion highly, I do not feel bound to accept the views referred to.

X.

The criticism referred to was upon making the date the prominent thing, when it is entirely subsidiary; often the date is of no consequence whatever. That Christ lived on earth is a tremendous fact; a great many persons only know accidentally that it was 1900 years ago. That pupils should be set to learning unimportant facts and be drilled on the dates of these facts as they would be on "a poem" is simply atrocious. Why is history studied in school? To create a taste for historical study and reading. This is the important object. They can read but little history anyway in school, but it is possible to fix a love for it that will cause them to be students of the subject all their lives. Another object is to give the pupil an idea of the subjects he should investigate, and of the books that contain these subjects. Another object is the acquisition of knowledge to serve as a general basis for future reading and of thought, and to understand historical references and allusions.

Now in all this, dates form so subsidiary a part that the rule may be stated as: Do not teach dates. In a few cases a date is important; for example, whether one event preceded or followed another. The sequence of events is what is imparted, rather than

the date. The learning of dates was once the main thing in the history lesson; often and often has the pupil been required to learn and repeat, "Early in the year—the war began again with renewed vigor; on the 17th of March a battle was fought, etc." The later school histories are constructed on an improved plan—dates occur infrequently. Now the pupil is set to study the evolution of thought; the great discoveries and inventions, and the corresponding social and political changes are portrayed. To contend for dates in the history class would have suited 1852, but not 1892.

1. What is industrial drawing? 2. What is meant by manual training?
Cal.
M. O.

1. I think it is somewhat unfortunate that the word "industrial" has been used so much in connection with the word "drawing." I much prefer to speak of drawing in its broad sense, without trying to qualify it by the word industrial. In short, drawing is the one universal language of thought expression.

Industrial drawing is the expression of the facts of form, the appearance of form, and the decoration of form.

Drawing is a universal language, the graphic expression of thought, and relates to the facts of form, the appearance of form, and the decoration of form.

2. As to manual training. It is again unfortunate, that the word "manual" has been used as it has. It has caused a great deal of misunderstanding. The manual training school at the Pratt institute is called the Technical high school. So, many people have the idea that manual training means mechanical training. It was only a short time ago that a teacher in a manual training school said, when asked about the freehand drawing in the school, "Oh! this is a manual training school, and as manual training means mechanical training, we have no time for freehand drawing; we must make all the drawing mechanical."

Manual training is that training which renders possible the interpretation and expression, in the concrete, of thought, language, science, and art.

But people often have taken up manual training as a thing and part in itself; but manual training is *form study, drawing, and making*, and much of the work in science is, or should be, manual training. For too long a time, the matter of art has been omitted in our work in the concrete. As the director of a very prominent manual training school in Europe said, "We put art into our manual training—you do not in America."

W. S. PERRY.

Director Art Dept., Pratt Institute, Brooklyn, N. Y.

Do you know who first stepped from the Mayflower in 1620?
Pa.
G. L. G.

If you mean when the Pilgrims landed on Plymouth Rock, in December 21, 1620, nobody knows who was the first to step on the famous rock. Justin Winsor says: "Tradition divides the honor of being the first to step on Plymouth Rock between John Alden and Mary Chilton, but the date of their landing must have been subsequent to December 21."

Thacher's "History of New Plymouth" is authority also for the same statement. "It is believed that neither John Alden nor Mary Chilton was of the party who landed from the shallop Dec. 21. The closest investigation discloses no authority for the tradition nor a shadow of evidence in favor of any individual as being the first who landed."

W. A. M.

In the answers to questions prepared by the Department of Public Instruction appears this, "Answers will differ." Cannot answers be given?
O. K.

You ask an impossibility. Suppose the question is, "What will you do when a boy comes late to school?" Now one would do one thing, another would do another. It would take a book to give all the methods, so the best thing is to say, "Answers will differ."

I am teaching the lowest grade in a primary school. There are interesting questions that come up; for example, I have in my class several boys who cannot learn! One has been in this grade for five or six years! The other day I tried by every possible means to make him tell me the sum of nought and one, but in vain. The principal on the other hand just promoted a boy who had been in three weeks; he learns with astonishing rapidity.

R. M. G.

Were you not wrong to try to teach a dull boy with words? Should you not have showed him a dish with one apple and ask how many?

Prof. J. S. Cilley, of Jericho, Vt., says: "I regard Hood's Sarsaparilla as invaluable for catarrh."

Important Events, &c.

News Summary.

DECEMBER 1.—A commercial treaty made between Germany and Belgium.—Austria will take part in the Columbian exhibition.—German possessions in southwest Africa sold to a syndicate.—Death of Edwin D. Leon, author, lecturer, and diplomatist.

DECEMBER 2.—The new Argentine bank at Buenos Ayres begins business.—Golden jubilee of Archbishop Kenrick (R. C.), of St. Louis.

DECEMBER 3.—Chinamen who had smuggled themselves across the Niagara river sent back to Canada.—The street blown up by an explosion of gas in the Edinburgh underground railway.

DECEMBER 4.—A blizzard in the Northwestern states.—Yellow fever at Buenos Ayres.—Emin Pasha arrives at Wadelai.—French workmen at Lievin destroy a foreman's house with dynamite.

THE NEW UNITED STATES NAVY.

The 8,150-ton armored cruiser *New York* was launched at Philadelphia recently. She is much larger than any American war-ship afloat, and larger than any yet planned except the three big belted cruisers *Indiana*, *Massachusetts*, and *Oregon*. She combines speed, coal endurance, and fighting power. Her ordinary

speed is 21 miles an hour, but she is capable of making 23.

The steel cruiser No. 9 was launched at Baltimore. She is the twin ship of the *Detroit*, which was launched in October.

The boilers are being made for torpedo boat No. 2. She will have the great speed of nearly twenty-seven miles an hour.

Although the government of the United States is peacefully disposed the necessity of a further addition to our navy is appreciated. During the past few weeks we have had the dispute with Italy, arising out of the New Orleans affair; the trouble with Chile, first in the *Itata* business and afterward in the attack on the *Baltimore's* men at Valparaiso; the Bering sea controversy, first threatening difficulty with England and then requiring patrol service from our cruisers to prevent poaching; the riots in China, demanding the reinforcement of our fleet on the Asiatic station; the disturbances in Samoa, followed by the dispatch of the *Iroquois* to Apia; the threatened revolution in Honolulu, which has made it necessary to concentrate a naval force there; our usual quota of Central American difficulties and anxieties; the disturbances in Brazil, Paraguay, Uruguay, and Argentine, needing watchful attention for American interests, and the dealings with Haiti about Mole St. Nicolas. Congress will keep on with the work of construction that has now been prosecuted for several years.

It is proposed to change the law so that appointments to the Annapolis naval academy shall be made one year in advance of the time of admission, and to require that the candidates shall be between fourteen and eighteen years of age.

A * Christmas * Card *



Attractive Books for

BOOK OF CATS AND DOGS \$0.17
FRIENDS IN FEATHERS AND FUR30
NEIGHBORS WITH WINGS AND FINS,40
SOME CURIOUS FLYERS, CREEPERS,54
AND SWIMMERS60
NEIGHBORS WITH CLAWS AND HOOFES60
GLIMPSSES OF THE ANIMATE WORLD,60
ANIMAL MEMOIRS:50
PART I. MAMMALS50
PART II. BIRDS50
FAMILIAR ANIMALS AND THEIR WILD60
KINDRED50
LIVING CREATURES OF WATER, LAND,60
AND AIR50
GEOGRAPHICAL READER AND PRIMER,60

The Holidays

GRANDFATHER'S STORIES \$0.27
STORIES OF HEROIC DEEDS30
STORIES OF OUR COUNTRY40
STORIES OF OTHER LANDS40
TEN GREAT EVENTS IN HISTORY54
EASY STEPS FOR LITTLE FEET25
GOLDEN BOOK OF CHOICE READING,30
BOOK OF TALES50
READINGS IN NATURE'S BOOK65
SEVEN AMERICAN CLASSICS50
JOHNNOT'S GEOGRAPHICAL READER, 1.00
SHEPHERD'S HISTORICAL READER 1.00
APPLETON'S CHART PRIMER30

Any book in this list mailed to any address on receipt of price.

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DEALING WITH THE INDIANS.

The United States commissioners and the Indians have agreed upon \$8,700,000 for the Cherokee outlet. The Indians saw that when our government put an end to the leasing of the land it was of very little use to them; also that it could not remain as a permanent barrier between Oklahoma and Kansas. Oklahoma will thus receive an addition three times as great as the area of its original tract purchased from the Creeks and Seminoles.

The Apaches in Arizona have again been committing depredations. One man was killed and others injured and the settlers armed to defend themselves. The soldiers took prompt measures to defend the settlers.

LIVE CANADIAN TOPICS.

Canada strongly protests against the proposed exclusion of Canadian as well as of British cattle. This order was made to force the British authorities to revoke the order that American cattle exported to Britain must be slaughtered at the port of landing. The Canadians claim that the order is unjust so far as they are concerned because they are not to blame for the laws made in Britain.

The maritime provinces are incensed because the mail steamship service from Canadian ports has been abandoned. The entire Canadian mails are now brought into the Dominion by way of United States ports. The Halifax board of trade has asked the Dominion government to establish a transatlantic service between Great Britain and Canada as swift as any between Liverpool and New York.

A movement has been started to consolidate some of the maritime provinces of Canada on the score of economy. On account of local feeling it has not been met with much favor.

DYNAMITE'S DESTRUCTIVE WORK.

A stranger carrying a hand-bag entered the office of Russell Sage, the millionaire broker, in New York on Dec. 4 and demanded \$1,200,000. Mr. Sage said he had no time to talk with him, when he threw a dynamite bomb on the floor. Immediately there was a tremendous explosion. Mr. Sage was thrown into a pile of rubbish in his private office, and badly injured. The bomb-thrower was killed and a man sitting at a typewriter was blown out of a window into the street. Several other persons were injured and the building badly damaged. It is thought that the man with the bomb was insane.

A large quantity of dynamite exploded at a factory near Haverstraw, N. Y. Several people were killed and the shock was felt for twelve miles around. Near the factory the damage was great. Large trees were torn, and in some instances riven as by lightning. For a few miles up and down the river, houses trembled on their foundations, and those on the adjacent hills had glass broken, furniture knocked over, and doors taken from their hinges.

CRUELTY TO ANIMALS AT SEA.—Attention has been called to cruelties practiced to animals at sea on vessels sailing under foreign colors. Two propositions are advanced: The first calls for an international law making steamship companies responsible for damages to animals which are plainly avoidable; the second is the appointment of officers by the several maritime nations, to be situated at ports of entry, whose duty it shall be to examine all animals landed and ascertain their condition during transit, to report on cases of accidental damage or cruelty to their home governments, and to arrest officers responsible for cruelty and return them to their respective countries for trial.

A RAILROAD COMPANY'S LAND CLAIM.—The Northern Railway company propose to dispossess farmers, in the Red River valley, of land they have held for years. The company's claim is based on the old law grant of 1857, when Dakota was a part of Minnesota, which granted every alternate section of land to aid in the building of the railroad. The country was then a wilderness. It was supposed that the company's claim did not extend west of the Red river and this territory rapidly filled up with settlers. Under a decision of the U. S. supreme court in 1890 the company now claim this land. The people will attempt to get injunctions against the taking of the land, and try to pass a bill through Congress giving the company land in others parts of the state.

The Cause of Rheumatism.

An acid which exists in sour milk and cider, called lactic acid, is believed by physicians to be the cause of rheumatism. Accumulating in the blood, it attacks the fibrous tissues in the joints, and causes agonizing pains. What is needed is a remedy to neutralize the acid, and to so invigorate the kidneys and liver that all waste will be carried off. Hood's Sarsaparilla is heartily recommended by many whom it has cured of rheumatism. It possesses just the desired qualities, and so thoroughly purifies the blood as to prevent occurrence of rheumatic attacks. We suggest a trial of Hood's Sarsaparilla by all who suffer from rheumatism.

Of Special Interest to Pupils.

NOTES IN REGARD TO ELECTRICITY.

The Sydney, Australia, lighthouse has an electric light equal to 12,000,000 candles.

The electric street cars in some Western cities have electric push buttons by which passengers indicate to the motorman when they want to get off.

Some Baltimore capitalists want to establish a direct electric elevated railway between Chicago and Milwaukee, to be in operation previous to the World's fair.

There is now in China a comprehensive system of telegraph lines running to all parts of the country. The governors of the provinces keep watch over the lines, and take care that they are maintained in working order. The Peking government is now preparing to establish a railroad system not less comprehensive, with main and branch lines extending over the empire from its northern boundary to the seaboard.

THE NEW UNITED STATES COIN.

The following is the design of the new silver coins: On the obverse, or face, of the coin is an ideal female head representative of Liberty, looking to the right with a calm and dignified expression, with an olive wreath around her head and a Phrygian cap on back. On a band or fillet over the front of the head is inscribed the word "Liberty," and over the head at the top of the coin is the motto, "In God We Trust." Around the medallion are thirteen stars, representing the thirteen original states, and at the bottom the date of coinage. On the reverse or back of the coin appears the seal of the United States as adopted in 1782, which may be described as follows: An eagle, displayed with open wings (on the breast, a shield), holding in the dexter claw an olive branch representing peace, and in the other claw a sheaf of thirteen arrows representing war. In its beak the eagle holds a scroll containing the motto, "E Pluribus Unum," ensigned above and about the head with thirteen stars environed by clouds. This will be the design of the half dollar and quarter dollar, while the dime will have for the obverse, or face, the same head as the half and quarter dollars, except that in place of the stars there will be the inscription, "United States of America." The motto, "In God We Trust," will be omitted from the dime. The reverse of the dime will be the same as at present in use. The design for the reverse of the half dollar and quarter dollar is a return to the design of almost the first coinage of the country.

USE OF ELECTRICITY TO CLIMB A MOUNTAIN.

One of the most interesting electric roads in existence is that which extends to the top of Neversink mountain (and down the other side) from Reading, Pa. The grades are as high as 6.4 per cent. with scarcely a straight piece in the whole twelve miles, and the ascent is made with the aid of one switch-back. The cars are thirty-six feet long, weigh thirteen tons, and each is provided with two motors. The speed attained by a loaded car while ascending the 6.4 per cent. grade is about eight miles an hour, and twelve miles an hour on a 6.4 per cent. grade. The weight of the cars, the type of the rails, and the character of the road-bed closely resemble those of a steam railway line.

POSTAL-CARDS AND BANK-NOTES.—The new postal-cards are ready for distribution. The stamp is placed at the end in imitation of the stamp on an envelope. The little cards for ladies are not to be perfumed, as has been reported.

The new Windom two-dollar silver certificates have been issued. There was a brisk demand for the early-numbered notes, and the first 500 were soon taken up as souvenirs.

December Tours to Washington.

Desirable touring to Washington is thoroughly illustrated by those run under the Pennsylvania Railroad's personally-conducted tourist system. No better medium for reviewing the National Capital exists than these tours, not alone from a point of convenience, but likewise economy.

The next of the season will leave New York, foot of Cortlandt and DeBrosses Streets, in a special fast express train, December 10th, at 11.00 A. M. reaching Washington early that evening; returning, leave Washington 3.30 P. M. the following Saturday. The round-trip rate of \$19.50 includes in addition to railroad fare in both directions, meals *en route*, accommodations and board at the principal hotels in Washington. Tourists who desire to arrange for their own meals while *en route* can purchase tickets at rate of \$31.00 covering transportation and hotel accommodations in Washington.

New Books.

Prof. C. F. Johnson in *English Words*, a 16 mo. volume of 255 pages, has treated a subject ordinarily considered a dry one in a manner free from text-book flavor. The author has made it so simple and interesting, that it will start the pupils on lines of investigation by which they will greatly improve their knowledge and ability to use language correctly. The chapters on the "Method of the Word-forming Instinct," and "Groups of Words with a Common Root," are thoroughly enjoyable. In the former, speaking of the rustic poetry frequently to be found in the names of flowers, he tells us "Chaucer's *daisy* is the eye of day. *Buttercup* and golden-rod are equally descriptive. *Rosemary* is *ros marine*, from some fancied resemblance between the flower and sea-spray. It has been altered from *ros marine* by reason of a popular etymology connecting it with rose of Mary. *Rose* is from an Arabic word which passed into Greek, thence into Latin, thence into English. *Foxglove* embodies a pretty conceit. The *asters* have a star-like form. *Geranium* is from the Greek *geranos*, a crane, the flowers having a fancied resemblance to a stork's bill in color. *Pink* comes from the Celtic word meaning to pierce, as in 'to pink with a rapier,' and the name was given on account of the 'pinked' or serrated edges of the flowers. It will be seen that considerable sentiment is mixed up with words. In other chapters of this book, one also finds that there is much history and romance in words. The book will lead the way to a more serious study of language. (Harper & Brothers, New York. Cloth, 84 cents.)

Arrangements have been made with Mr. Ruskin's English publisher for the issue in America of a new edition of that popular author's works, which will be known as the Brantwood edition. Prof. Charles Eliot Norton, of Harvard, has engaged to write an introduction to each volume. One volume has for its subject *Val d'Arno*, and contains the lectures on the revival of Tuscan art in the thirteenth century, delivered by Mr. Ruskin at Oxford in 1873. It is a grand subject handled as no other writer could have handled it. The style is much simpler than in many of Ruskin's works, but it has that rhythmic quality so gratifying to one who has an ear for the melody of language. The volume is well made in every way—the cloth binding handsome, the type large and clear, the paper smooth, and the full-page plates calculated to give a good idea of some of the principal features of Tuscan art. *Val d'Arno* and the other volumes of the Brantwood edition are destined to become very popular among the lovers of Ruskin's works. (Charles E. Merrill & Co., New York.)

In Allen & Greenough's Latin series is issued selections from Ovid, chiefly the *Metamorphoses*, edited by J. H. and W. F. Allen and J. B. Greenough and revised by Harold N. Fowler. Although Ovid's works are not noted for the finish that marks those of Virgil and Horace, for fancy and fine poetic feeling many of his poems are equal to theirs, and for the handling of the artificial structure of Latin verse he probably was never surpassed. In the preparation of this volume of this classic author the text of Merkel is followed, though the readings of other editors are preferred in one or two instances. The selections give an idea of the variety of Ovid's style and genius so far as was possible in the space the editors allowed themselves. The text is without illus-

trations, but the notes are rendered very attractive by many representations of heroes and gods that figured in Grecian and Roman mythology. It is one of the finest of this fine series of classical text-books. (Ginn & Co., Boston. \$1.65.)

An address delivered by Col. T. W. Higginson before the Nineteenth Century club, of New York City, and other essays have been published in an octavo volume of 234 pages under the title of *The New World and the New Book*. The writer does not believe in continually decrying and apologizing for our literature, and when we have produced such writers as Irving, Poe, Longfellow, Lowell, Hawthorne, Emerson, and others, there seems to be no occasion for it. Among the topics considered are on "Taking Ourselves Seriously," "A Contemporaneous Posterity," "The Fear of the Dead Level," "Unnecessary Apologies, and others, in which certain modes of criticism are criticised and in which the author shows a robust Americanism. The style is clear and flowing, and the book is therefore easy and delightful reading for all whose tastes run to literature. (Lee & Shepard, Boston. \$1.50.)

A large number of people have obtained help from James P. Downs' "Memory and Thought" series. The reason is that it follows natural principles instead of building up an artificial system of memorizing. The volume before us, *The Mastery of Memorizing*, contains chapters on the processes of memory and the development of memory; "Hints on Legal Study," by Wm. Raimond Baird; "Remarks on Bible Memorizing," by Bishop Vincent; "Suggestions to Students," by Wm. A. Dunning and "Hints on General Study," by G. F. C. Smillie. (James P. Downs, Harrisburg, Pa., and 243 Broadway, N. Y. \$1.00.)

Carlyle's style is not noted for its grace. Rough and rugged like the man though it be, his works are worthy of careful study. *Heroes and Hero Worship* is one of his best. It shows, for one thing, that wherever men have held a religious belief, there has been a reason for it. He points out that in different ages the character of the hero revered has been different—changing from the divinity to the prophet, poet, priest, man of letters, king, etc. This work is published in a cloth-bound volume uniform with the other classics issued by the same publishers. (A. C. McClurg & Co., Chicago. \$1.00.)

The many young people who have enjoyed the stories of Juliana Horatia Ewing that have appeared in periodicals will be glad to learn that a collection of them have just been published in a small volume. "Mary's Meadow," one of the stories in this book, will be recognized as a serial that found a place in *Aunt Judy's Magazine* in 1883-4. They are written in a pleasant style and the tone is good. All through the pages may be detected the author's love for flowers, and our young friends will certainly imbibe some of her enthusiasm for nature. The volume is handsomely bound in cloth, and has several illustrations including a frontispiece portrait of the author. (Roberts Brothers, Boston. \$1.25.)

Victor Hugo was a dramatic innovator. The only one of the classical unities that he acknowledged was that of action, yet even this he has violated in his romantic drama *Hernani*. He did well to escape from the rules that so hampered his great predecessors, Corneille, Racine, and Moliere. In the liberty he allows himself he follows the example of Shakespeare. Being essentially a lyric poet, Hugo in many parts of *Hernani* has followed more

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A general idea of the scope and character of "English Words" may be obtained from the following:

TABLE OF CONTENTS.

CHAPTER	
I.	The Importance of Language.
II.	The Relationship of the English Language.
III.	Nature and Proof of Linguistic Relationship.
IV.	Sources of English Words.
V.	English Words Derived from Celtic.
VI.	Classes of Latin Derivatives.
VII.	Artificial Character of the Latin Element.
VIII.	Literary Character of the Latin Derivatives.
IX.	Minor Sources of English Words.
X.	Methods of the Word-forming Instinct.
XI.	Groups of Words with a Common Root.
XII.	Erroneous Derivations.
XIII.	Odd and Disguised Derivations.
XIV.	Geographical Names.
XV.	Surnames.
XVI.	Words of the professions and Trades.
	Additional Words for Illustration.
	Index of subjects.
	Index of Words and Expressions Explained.

A circular descriptive of "English Words" will be forwarded to any address on request. Professors and Instructors who wish to examine it with a view to using it in their classes, are cordially invited to correspond with the publishers in regard to terms of introduction, etc. "English Words" is bound in cloth and contains 261 pages. It may be had of all booksellers, or a copy will be forwarded by the publishers, carriage paid, to any address on receipt of 84 cents.

FRANKLIN SQUARE, December, 1891.

HARPER & BROTHERS

the lyric style than the dramatic. He also displays his love for antitheses. Although Hernani, the bandit who is the principal character in the play, is an imaginative personage he is so mixed up with historical personages as to appear historical. The edition of this drama we have before us belongs to Heath's Modern Language series. It is edited with introduction, and critical and explanatory notes by John E. Matzke, Ph.D., of Johns Hopkins university. (D. C. Heath & Co., Boston. 70 cents.)

An illustrated catalogue of 320 pages with descriptions and prices of tools for cabinet-makers, pattern-makers, upholsterers, carpenters, wood-carvers, sculptors, masons, plasterers, plumbers, gas-fitters, painters, glaziers, paper-hangers, machinists, jewelers, etc., has been issued by Hammacher, Schlemmer & Co., 209 Bowery, New York. Schools that teach trades or manual training, and that need a supply of tools, will find in this catalogue a great variety to choose from.

Magazines.

—The *Quarterly Register of Current History*, published by the Evening News Association of Detroit, has a frontispiece portrait of Edison in the November number. The magazine gives an excellent summary of the world for three months with numerous pictures of places, prominent people, etc. Typographically also it is a credit to its publishers.

—The leading article in the *Domestic Monthly* for December is on "The Public School." A rhymed dialogue in the same number is called "A Masque of the Months."

—A wide constituency of readers will be attracted by an article in the *Review of Reviews* for December entitled "A World League of English-Speaking Women." The first world's convention of the W. C. T. U., just held at Boston, furnishes the theme of this article. Fine portraits are given of Lady Henry Somerset, Miss Frances Willard, and twelve or fifteen other American and British leaders in the Christian Temperance work of the allied women's organizations of the world.

—Lowell's essay on "Richard III." will be one of the most widely read of the many articles of interest in the December *Atlantic*. The second part of Mr. James' clever story "Chaperon," is in this number. Prof. A. V. G. Allen writes sympathetically of "The Transition of New England Theology," a paper which is based on the teachings of Dr. Hopkins; and Mr. Lafcadio Hearn continues his Japanese sketches in a paper on "The Most Ancient Shrine of Japan."

—Walter Blackburn Harte's article on "Canadian Journalists and Journalism," judicial, impartial, and philosophical, which is published in the *New England Magazine* for December, will be widely read, and create much discussion and criticism. A fine tribute is paid to Parnell by a young poet, T. H. Farnham, Mrs. Lillie B. Chace Wyman has a strong article called "Black and White" on the old Anti-Slavery days. It contains a fine portrait of Lucy Stone.

—*Harper's Magazine* for December has so many fine features that we have not space to name them all. It opens with a superbly illustrated article on "The Annunciation," by Henry Van Dyke, including among its pictures reproductions from the famous paintings of Fra Angelico, Botticelli, Vander Weyden, and others of the old masters. William McLennan, the new Canadian writer, contributes a Christmas legend, "La Messe de Minuit," which is appropriately and beautifully illustrated by C. S. Reinhart. Mark Twain's article on "Mental Telegraphy"—A Manuscript with a History" will attract much attention. Shakespeare's comedy *Measure for Measure* is beautifully illustrated from drawings

by Edwin A. Abbey, and appropriately described and commented upon by Andrew Lang.

—The December *Century* is pervaded with the spirit of Christmas, and both directly and indirectly touches upon the Christian celebration. This characteristic is first evident in the cover, a new and special design, drawn by George Wharton Edwards, and printed in gold and brown on white. The frontispiece is a reproduction of the painting of "The Holy Family" by Du Mond, a young American artist, who presents in this picture an original conception of the subject. The number also contains engravings of several modern pictures relating to Christmas. Stockton, Aldrich, Miss Viva D. Scudder, and Mrs. Mary Hallock Foote contribute Christmas stories and sketches. The illustrations are numerous and fine even when compared with the ordinary standard of this leader among the illustrated magazines.

The Report of Com. Harris.

The "Report of the Commissioner of Education" for 1889-90 (that is part) deals with a number of interesting subjects. The introduction deals with general statistics, compares German, French, and American schools; comments on the school systems in England, France, Germany, Italy, Spain, etc.; refers to the training of teachers, manual training, etc. Then follows a general comparative exhibit of education here and elsewhere, each country being taken up in turn. Then normal schools and manual training schools are taken up and also state text-book laws and other subjects.

Of the value of a report like this there can be no question. The states being independent, and each one constructing a school system to suit itself, it is important that the drift of each state should be shown. For example, the state of New York expends a quarter of a million of dollars annually on its normal schools; the state of Ohio spends nothing; the great state of Iowa has but one normal school.

This is but one of a series of subjects that need discussion by one who stands in some central position. It might be applied to subjects of study; for example, sewing, cooking, objects, gymnastics—that is in the schools of an entire state.

There is a great need that somewhere it shall be stated what is a proper course of study in a primary school, in an advanced school, in a high school, in a normal school, and that there shall be a comparison of the various schools with this standard.

But who shall construct this standard? It seems to us that each state should send delegates to an Educational Council to be held each year and that this council should select a dozen experts to furnish it with courses of study. The commissioner of education should be chosen by this council. In this way the immense labor bestowed upon this report (so apparent) would eventuate in something practical.

Dr. Harris thinks the two things in the present educational movements are the extension of the free public elementary school and the relation of the college to the preparatory schools. This hardly seems to represent the great movements of the times; they are rather a search for a more philosophical course of study and the development of a conviction that teaching must be done by those who have made special preparation therefore.

But it is well pointed out that it is the college that must be adjusted to the school and not the school to the college; the latter has been the dream of many a professor while dozing over the musty tomes of the past; and there are those who are still wasting their breath in reading papers urging the public schools to teach enough Latin and Greek to enable the boy to get into college. But the public school is one thing (primary, advanced, and high), the college as it has been is quite another. Dr. Harris suggests, in effect, that the colleges plan their courses of study so that the typical high school graduates may enter them, which must be considered a sound conclusion.

The report deals with many interesting subjects which may be alluded to hereafter. It shows the value which an educational man can bring to a field which has yielded but little of material value heretofore.

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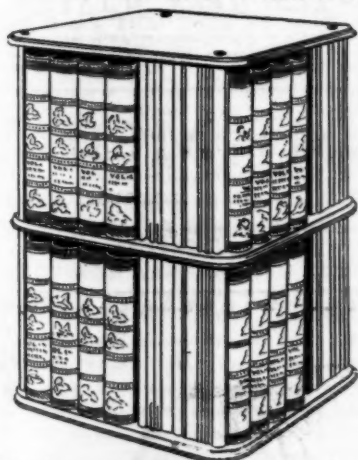
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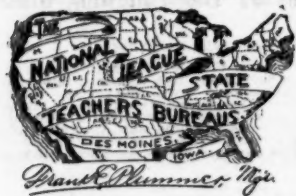
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